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ABSTRACT

A Student Characteristics Module was developed as part of the Needs Assessment Project of the Central Florida Community Colleges' Consortium. Utilizing student admissions applications, a student characteristics survey was made of the personal and socioeconomic characteristics of 2,905 students admitted to Central Florida Community College 1971-73. Sixteen major fields of study were identified and cross-tabulated against 15 characteristics: sex, marital status, number of dependents, race, full-time or part-time status, father's occupation, father's education, mother's occupation, mother's education, student's daily round-trip commuting mileage, source of financial support, family income, total score on the Florida Twelfth Grade Placement Test (FTGPT), rank in high school graduating class, and age. In addition, each characteristic was cross-tabulated against two broad classifications of students--those intending to obtain an Associate of Arts (AA) degree and those intending to obtain an Associate of Science (AS) degree. Results of the survey showed no significant differences in sex or racial distribution in the two degree areas. The AA students were, however, more likely to be single than the AS students and were more likely to be full-time students. The educational backgrounds of the AA students' parents tended to be stronger than those of the AS students' parents. The AA students' scores on the FTGPT were somewhat higher than those in the AS group. As a group, the AS students ranked lower in their high school graduating class and relied much less on their parents for financial support. The college's black students tended to enroll heavily in some programs but infrequently in others. (Twenty tables provide the survey data.) (DB)

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A REPORT ON THE RESULTS OF THE ADMINISTRATION OF THE STUDENT CHARACTERISTICS SURVEY

JC 740 464

STUDENT CHARACTERISTICS MODULE

Prepared by:

CENTRAL FLORIDA COMMUNITY COLLEGE

for the

NEEDS ASSESSMENT PROJECT

Central Florida Community Colleges' Consortium

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PREFACE

This Student Characteristics Module is one of seven modules developed by the Central Florida Community College Consortium during the period 1973-1974. The seven modules, along with a core model, comprise the Needs Assessment Project which was funded by the United States Office of Education under a Title III grant.

The Student Characteristics Module, completed during the summer of 1974, is designed to enable a college to develop a characteristics profile on all of its students, as well as separate profiles on all students who have enrolled in each program or major field of study. It is anticipated that the data can be used to determine whether specific characteristics profiles are related to students' choices of programs or major areas of study, as well as to determine whether certain segments of the population are not being adequately served by the college. The data may also be used for the improvement of instruction by making it possible to classify groups on the basis of their propensity to adapt more readily to one method of instruction than another.

Regarding this latter use of the data, there is appended to this report a summary of Central Florida Community College's experimental use of such characteristics profiles during the summer of 1974, wherein each faculty member was provided with a student characteristics profile covering each class he was teaching. It should be noted that (1) the results of that experiment are now in the process of being analyzed, and (2) the entire student characteristics module has yet to be tested and validated. Nevertheless, the results obtained from the initial 1971-73 student characteristics study have suggested

some tentative conclusions which are discussed in the latter segments of this report.

ACKNOWLEDGMENTS

In developing this module it was the good fortune of the Project Officer to receive excellent guidance and assistance from several individuals. Dr. Katie D. Tucker, Director of the Needs Assessment Project, identified the framework for the student characteristics profile study and provided the expertise and sound judgment necessary for its completion. Dr. John M. Nickens, director of the University of Florida's Inter-Institutional Research Council, was instrumental in writing the computer program which made it possible for the characteristics data to be processed and presented in a most usable form. Mr. William H. Jackson, project fiscal officer, provided valuable insight with respect to the feasibility of the study, and the members of the Consortium Board of Directors as well as the six other project officers gave freely of their advice as the module progressed. Finally, Mrs. Sandra K. Bullock should be cited for her excellent typing and layout of the report. The project officer, of course, assumes full responsibility for this segment of the Needs Assessment study.

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INTRODUCTION

As an integral part of the Needs Assessment Project the concept of a student characteristics survey was considered during the summer of 1973 and became an official segment of the project during the latter part of that year.

Representing Central Florida Community College's role in the project, the survey initially was to have been conducted among 100-200 students of the college on a random basis and was to have as its objectives the determination of (1) the type of student attending the college, (2) what the student wants from his college education, (3) what the status of the student's educational program is, and (4) what the student thinks of the college environment.

However, because of the wealth of data already available on its students, it was decided that the survey should incorporate instead the personal and socio-economic information on the 2,905 students admitted to Central Florida Community College between 1971 and 1973, and on whom information already had been stored in the college's data banks. With a few exceptions, the data were quite complete and enabled the project officer to develop a comprehensive profile on each group of students who had enrolled in a specific program or field of study.

Just how the student characteristics module was designed to relate to the other six modules comprising the entire Needs Assessment Model is reflected in the fact that the student characteristics module provides a means by which the college can, with relative ease, obtain, program, compare, and analyze data on its students. Such a process, in conjunction with the six other Needs Assessment modules, will enable the college to ascertain whether it is meeting

its avowed goals and achieving its purpose; whether it is meeting the expressed employment needs of the community; whether it has provided sufficient support for each of its programs; whether there are additional programs that it needs to develop; whether its students tend to remain in the fields in which they were trained; whether it is regarded favorably by the community in terms of its efforts to meet the perceived needs of that community; and whether its internal organization and decision-making process enable it to adjust readily to changing conditions and to facilitate the modification of its programs and course offerings when necessary. Thus the student characteristics module, taken alone, has considerable usefulness, but its worth is enhanced when considered in the context of the entire Needs Assessment Model. It tends not only to complement the other modules but also to bridge the gap between on the one hand, expressed community and employment needs, and on the other hand, the holding power of the college's programs and the ability of its students to satisfy employers after they have completed their college studies.

SUMMARY OF STUDENT CHARACTERISTICS MODULE

The student characteristics survey was designed to determine the personal and socio-economic characteristics of 2,905 students admitted to Central Florida Community College during the period from 1971-1973. Through this survey the college hoped to be able to identify segments of the population not being served and to determine whether specific characteristics profiles seem to be related to students' choices of programs or major areas of study.

Utilizing student admissions applications as the source of information

the personal data had been key-punched and placed in the college's data banks. For the purpose of implementing this module the data were programmed by the Inter-Institutional Research Council and were processed by the Northeast Regional Data Center at the University of Florida.

Originally there were identified 79 separate programs or fields of study in which students had indicated an intention of majoring. However, such a large number of major fields proved unmanageable from an analytical point of view, and the 79 were combined into 16 major study areas. Each field of study was cross-tabulated against 15 characteristics. These included sex, marital status, number of dependents, race, full-time or part-time status, father's occupation, father's education, mother's occupation, mother's education, student's daily round-trip commuting mileage, source of financial support, family income, total score on the Florida Twelfth Grade Placement Test, rank in high school graduating class, and age. As an added procedure, each characteristic was cross-tabulated against two broad classifications of students, i.e., those who intended to obtain the Associate of Arts degree and those who aspired toward the Associate of Science degree.

The profiles of these two groups of students proved to be quite different, and between specific program areas there also appeared to be significant student characteristics differences. Between the two degree areas (A.A. and A.S.) there were no significant differences in sex or racial distribution. However, the A. A. students were more likely to be single than the A. S. students and were much more likely to be full-time students. The educational backgrounds of the parents of the A. A. students tended to be stronger than those of the A. S. students' parents, and the A. A. students' scores on the Florida Twelfth Grade

Placement Test were somewhat higher than were those of the A. S. students. As a group, the A. S. students ranked lower in their high school graduating classes than did the A. A. students, and the A. S. students relied much less on their parents for financial support than did the A. A. students.

Regarding specific student groups, it is noteworthy that the college's black students tended to enroll heavily in some programs but only infrequently in others. Also, about 25 percent of the entire student group scored less than 150 on the FTGPT, and another 25 percent scored over 350 on that test. Too, it should be noted that not having completed high school were 44 percent of the fathers of our students, but only 20 percent of the mothers.

Thus, the characteristics profiles of students enrolled in many programs proved to deviate significantly from the norms, although in a few cases the variations were not really significant. However, the survey overall has proven to be sufficiently revealing to suggest that other community colleges would also benefit from a similar analysis of the characteristics of their students.

REVIEW OF LITERATURE

Many experienced teachers are aware of the variables that tend to determine what kinds of students are likely to attend college. On the other hand, fewer teachers may have some conception of why students choose one area of study over another, particularly as their choices may be related to socio-economic factors.

Sewell and Shah (12) surveyed 100,000 Wisconsin students who graduated from high school in 1957, and followed that up with a survey of one-third of those students seven years later. They found that both socio-economic status and intelligence have impacts on the student's decisions on whether to consider college, on whether to attend college, and on whether to remain in college until graduating. For the females, socio-economic status seemed to have a greater effect than intelligence, while for the males the intelligence factor seemed to be the dominant influence. Socio-economic status appeared to have the greatest effect on who actually attended college, while intelligence was more significant in determining who will graduate.

The findings of Sewell and Shah bore out the earlier conclusions reached by Wolfle (14). In a 1954 study he had concluded that,

> The probability of enrolling in college decreases more sharply as one goes down the ability scale for children from economically and socially less favored homes than it does for children from more favored homes. After entering college, the situation changes. The student by then has overcome most home environment handicaps, and from then on his likelihood of graduating depends much more on his ability and much less on his family background.

Within the broad range of socio-economic factors and their effect on college attendance, there have been numerous studies. Sewell and Shah (11)

in a 1968 follow-up study of the Wisconsin students previously cited, attempted to determine the effect of parents' education on their children's college plans. Regardless of the level of the child's intelligence, the educational achievements of both of his parents tended to affect positively his encouragement, actual attendance, and graduation from college. It appeared that, overall, the educational attainment of one parent was no more significant than that of the other. Based on socio-economic levels, however, there were some exceptions. For instance, with respect to families where the educational attainment of the parents was low to middle, any discrepancy between the educational attainments of the parents seemed to be reflected more significantly by the father's educational attainment, with that attainment exerting the greatest influence on the child's college plans. Again, it was the father's education which carried the greatest influence on high intelligence children in families where there existed a discrepancy between parents where one had a high level of attainment and the other either a low or middle level of attainment. However, a similar discrepancy seemed to lead to the mother's educational level's exerting greater influence on a low intelligence child. For the entire sample, the male children were affected more by the father's level of education, while female children were equally affected by both mother's and father's educational levels. The educational attainments of both parents seemed to have a slightly greater effect on the female children than on the males.

In another study Adams and Meidam (1) found that fathers representing white-collar occupations seemed to have an influence on their children's college plans in 76 percent of the white-collar families, while blue-collar fathers influenced their children's college plans in only 27 percent of those families.

They found that the first born in white-collar families were the most likely of the children to attend college, and that the female child's likelihood of attending college decreased with each additional brother in her family. However, those investigators were not able to identify any consistent pattern of birth order differences with respect to college attendance, noting that four other studies had yielded four different results.

Regarding the socio-economic status of community college students, Schoenfeldt (9) in sampling some 400,000 students on a random basis found that community college students were characterized either by high socio-economic status but below average ability, or by low socio-economic status, but above average ability. Males were fairly evenly distributed over the entire range of socio-economic quartiles, while more females were represented by the highest socio-economic quarter than by any other quarter. The measure of socio-economic status included such factors as family income, value of the home, number of books in the home, number of appliances, television sets, and radios in the home, the father's occupation and education, the mother's education, and whether the student had been provided with his own room at home.

In a similar study, Cooley and Becker (4) compared community college students with university students as well as with non-college persons. Socio-economically the community college students seemed to fall somewhere between the non-college group and the university group, but were more like the university group. In predicting whether a student would attend a community college the investigators identified, in the order of their importance, such factors as whether the student had his own room with a desk and a typewriter; the student's

father's occupation; and the student's mother's educational level. Of lesser importance were the father's education, the number of books in the home, and the number of electrical appliances.

Cooley and Becker concluded that, although much is known regarding student ability as it relates to college attendance, not too much is known about socio-economic factors and their effect on college attendance. It was their hope that additional research regarding the latter would someday permit inferences to be made regarding which factor -- ability or socio-economic status -- is the more important.

With respect to the student's choice of a career, and thus of a specific educational program, a great deal of research has been conducted. Roe (7) has noted that a person's choice of an occupation reflects a whole complex of genetic and experiential variables, with environment playing an important role. Roe contends that individuals seem to be attracted either to vocations which are persons-oriented, such as the service, business, general cultural, or arts and entertainment fields; or to vocations which are non-persons oriented, such as organizations, technology, science, or outdoor occupations.

Drawing heavily on the work of Roe and several other researchers, Holland (5) developed a theory of cognitive styles related to vocational interests. He concluded that the occupational world is divided into six cognitive styles: realistic, investigative, artistic, social, enterprising, and conventional. Campbell and Holland (3) modified the Strong Vocational Interest Blank so that students can be measured with respect to their tendency toward any one of the six cognitive styles. After using those test items on students on four separate campuses, Johansson (6) was able to identify specific occupations relative to

each of the cognitive areas.

Through such testing and associated counseling, the student may be provided with a useful means of choosing an occupational field. However, do there appear to be any relationships between the student's socio-economic background and his choice of an occupation?

Berelson and Steiner (2) have noted that lower class youths seem to be much more restricted in their occupational choices than are upper class youths, largely as a result of differences in education, expectations, awareness of alternatives, and their need for immediate employment. To test the assumption that the occupational aspirations of high school graduates are related to their socio-economic status, Trent and Medsker (13) compared the occupational aspirations of 582 students representing three levels of socio-economic status, with status being based on father's occupation. Their findings, however, indicated "no statistically significant relationship between socio-economic status and occupational choice for any of the groups." They concluded that "the relationship between socio-economic status and vocational choice was nominal compared with the relationship between ability and vocational choice."

Though not denying the importance of intelligence in the occupational aspirations of college-age youths, Sewell, Haller, and Strauss (10) concluded that the social status of the family tends to have an equally strong bearing on such aspirations. On the other hand, Rosen (8), although noting that social class is consistently related to achievement motivation, cautioned against singling out any one demographic factor as the sole determinant of such motivation.

INPUT-OUTPUT PROCESS

In order to generate the data necessary for a student characteristics survey the following procedure is recommended:

(1) Require each student to complete, at the time of his admission to the college, an application similar to the one appended to this report. (See Appendix A.)

(2) After determining that all necessary data have been provided, code the data utilizing a numbering system which is compatible with the college's computer capabilities.

(3) Prepare punched cards for data storage.

(4) Utilizing the program developed by the Inter-Institutional Research Council, cross-tabulate (a) programs against student characteristics, (b) all Associate of Arts students and all Associate of Science students against the characteristics, (c) all students against the characteristics, and (d) all students by class, by instructor.

(5) Review computer printouts and prepare a student characteristics profile for each program and for each class.

(6) Evaluate profiles in terms of their differences as well as their usefulness in reflecting the kinds of students who tend to enroll in specific programs and classes.

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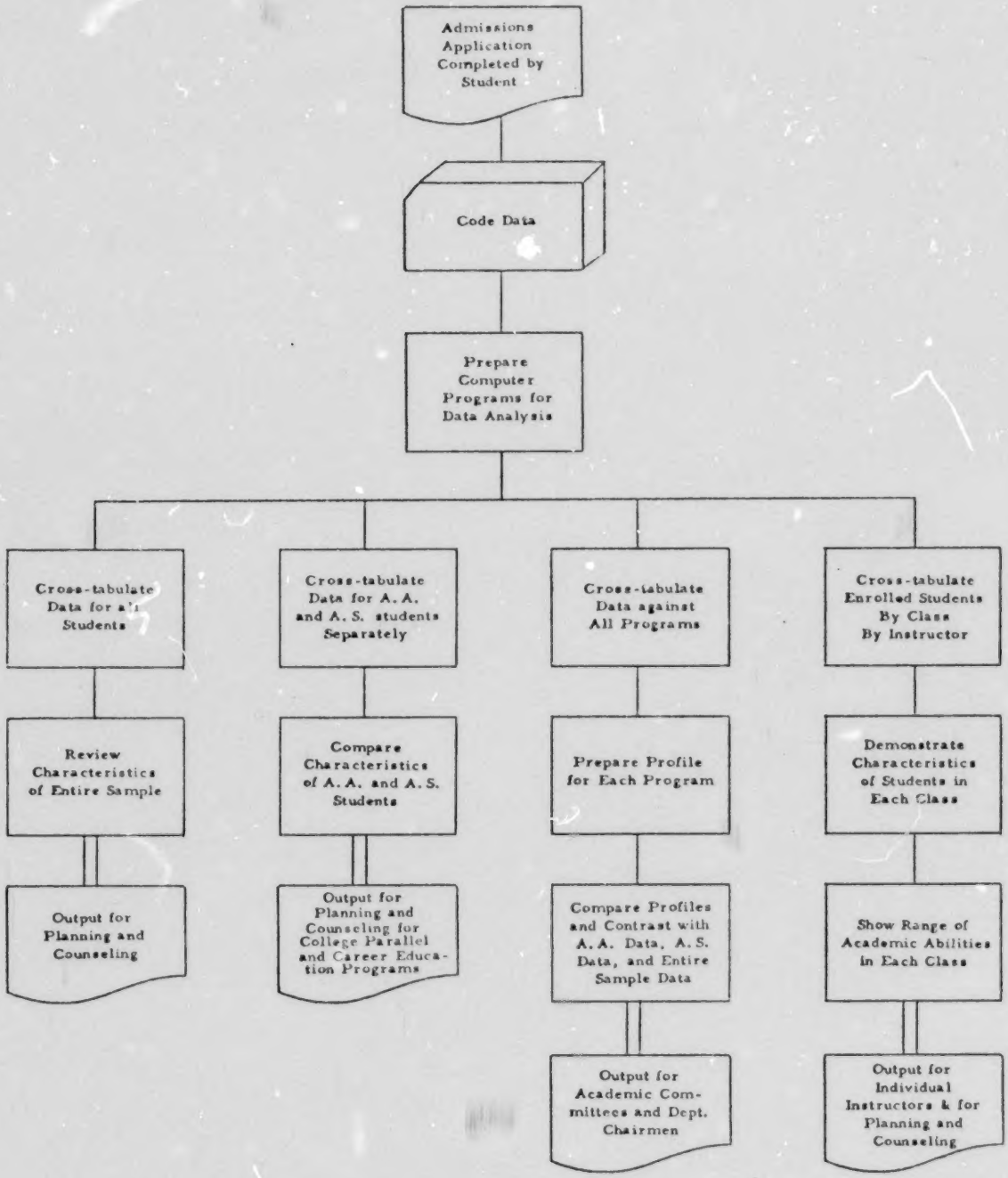
Table 1

STUDENT CHARACTERISTICS SURVEY

Input-Output Process



ANALYSIS OF RESULTS

INTRODUCTION

In analyzing the results of the student characteristics survey conducted by Central Florida Community College, three separate approaches were used. These included:

(1) An analysis of the characteristics of the entire sample of 2,905 students,

(2) A comparison of the characteristics of those students who intended to obtain the Associate of Arts degree and those who aspired toward the Associate of Science degree, and

(3) An analysis of the characteristics of students enrolled in each of the 16 program or major field of study areas, with a comparison of their characteristics and those of all students enrolled in either Associate of Arts or Associate of Science programs, whichever was appropriate for the smaller group being analyzed.

Analysis of data covering the entire sample of 2,905 students:

Of the entering students, 53.0 percent were male and 47.0 percent were female. Some 65.0 percent were single, and 35.0 percent were married. There were no separate classifications for widowed, separated, or divorced students. With respect to the number of dependents per student, the survey showed that 72.0 percent of the students claimed no dependents, 9.4 percent had one dependent, 8.9 percent had two dependents, 4.6 percent had three dependents, and 5.1 percent had more than three dependents.

Regarding race, 81.2 percent of the students were white, 16.6 percent were black, and 2.2 percent were members of other races. Also, the tabulation showed 59.9 percent of the students as full-time, and the remaining 40.1 percent as part-time.

The survey divided the occupations of the students' fathers into 11

categories. Among the more significant categories were professional, technical, and managerial (28.6 percent); clerical and sales (11.4 percent); service occupations (19.0 percent); farming (5.0 percent); and structural (10.2 percent). A sizeable group of retired fathers accounted for an additional 16.0 percent.

In contrast, the mothers of the students were segmented as follows: in the professional, managerial, and technical group (13.2 percent); clerical and sales (15.5 percent); and service occupations (14.4 percent). The remaining 57 percent of the mothers were shown either with no occupation at all (50.1 percent); retired (4.4 percent); or engaged in a variety of other occupations (2.4 percent).

Education-wise, some 45.0 percent of the fathers of the students had not graduated from high school; 30.9 percent had completed high school; 12.4 percent had attended college but had received no degree; 6.5 percent had received degrees from four year institutions; and 4.4 percent had done work beyond the bachelor's degree. It is noteworthy that only .8 percent of the fathers had received the Associate of Arts degree.

Among the mothers of the students, on the other hand, only 21.4 percent had not completed high school; 53.4 percent had finished high school; 15.5 percent had attended college on a non-degree basis; 6.9 percent had received a bachelor's degree; and 1.4 percent had studied beyond the bachelor's level. As with the fathers, only a small percentage of the mothers (1.5 percent) had received Associate of Arts degrees.

The data reveal that 24 percent of the students reported a family income of less than $7,500 per year; 19.3 percent had a family income

between $7,500 and $12,000; and 22.2 percent had a family income in excess of $12,000. There were 34.5 percent of the students who were unable to estimate their family income. Insofar as their own sources of financial support were concerned, 46.8 percent of the students relied primarily on their parents; 38.1 percent were essentially self-supporting; and the remaining 15.1 percent received their support from the government through such sources as veterans' benefits, social security payments, pensions, and disability benefits.

Age-wise, 14.7 percent of the students were either 17 or 18; 29.9 percent were either 19 or 20; and 13.1 percent were either 21 or 22. In short, 75 percent of the students were less than 26 years of age, and only 5.3 percent were over 44. The average age of the incoming students was 24.5 years.

With respect to their total scores on the Florida Twelfth Grade Placement Test, 22.7 percent of the students scored less than 150 (out of a possible 495), while 26.7 percent scored over 350. Thus about half of the students scored between 150 and 350. It should be noted that there were no scores available on 1,291 of the 2,905 students; however, the 56 percent sample represented here is considered quite adequate.

Insofar as their ranks in their high school graduating classes were concerned, the survey indicates that 46.2 percent of the students ranked in the lower 40 percent of their classes; 16.7 percent were in the 41-60 percentile range; 13.3 percent were in the 61-80 percentile range; and 23.8 percent ranked in the top 20 percent of their graduating classes.

Finally, the survey shows that 32.0 percent of the students drove more than 20 miles a day in commuting to the college.

Comparison of Associate of Arts Students and Associate of Science Students

Of the 2,905 students surveyed, 1,539 considered themselves Associate of Arts degree students, while 963 intended to obtain Associate of Science degrees. The remaining 403 did not indicate any degree preference.

Between the two degree areas there were virtually no differences either in the sex or racial distribution of the students. However, a comparison of single students and married students revealed that the single students comprised 75 percent of those in Associate of Arts programs, but only 50 percent of those in the Associate of Science programs.

Some 79.4 percent of the Associate of Arts students, and 62.4 percent of the Associate of Science students claimed no dependents, while only 6.8 percent of the Associate of Arts students as compared with 12.4 percent of the Associate of Science students claimed three or more dependents.

The Associate of Arts students were about twice as likely to be full-time as were the Associate of Science students (76.5 percent vs. 37.5 percent), and the Associate of Arts students tended to rely more on their parents for financial support than did the Associate of Science students (51.2 percent vs. 37.6 percent). Concomitantly, the Associate of Arts students were less likely to be self-supporting than were the Associate of Science students (34 percent vs. 47.5 percent), while about 15 percent of each group derived their support primarily from government benefits or payments. The distribution of family income within the ranges cited earlier, i.e., less than $7,500; between $7,500 and $12,000; and over $12,000, was the same for each group of students.

Regarding the educational backgrounds of the two groups, the data show that the Associate of Arts students scored somewhat higher as a group on the

Florida Twelfth Grade Placement Test than did the Associate of Science students. For instance, scoring less than 150 on that test were 21 percent of the Associate of Arts students and 24.7 percent of the Associate of Science students. By the same token, scoring over 350 were 29.8 percent of the Associate of Arts students and 23.6 percent of the Associate of Science students. There were 56.6 percent of the Associate of Arts students who scored higher than 250 on the test, compared with 46.9 percent of the Associate of Science students.

The students' rank in their high school graduating classes follows a pattern similar to that shown by their scores on the Florida Twelfth Grade Placement Test. For instance, 42.5 percent of the Associate of Arts students ranked in the lowest 40 percent of their high school graduating classes, compared with 53.1 percent of the Associate of Science students. By the same token, ranking in the top 20 percent of their high school graduating classes were 28.9 percent of the Associate of Arts students and 14.5 percent of the Associate of Science students. These disparities would not be so pronounced were it not for the fact that a large percentage (66.5 percent) of the Unclassified Occupational students ranked in the lowest 40 percent of their high school graduating classes.

With respect to the educational backgrounds of the students' parents, it is noteworthy that not having completed high school were 39.7 percent of the fathers of the Associate of Arts students, and 50.6 percent of the fathers of the Associate of Science students. In this same category were 17.7 percent of the mothers of the Associate of Arts students, and 24.8 percent of the mothers of the Associate of Science students. Having had some college

(Survey based on 2,905 students admitted to CFCC from 1971-1973)

AVERAGE DATA SUMMARY

Student Characteristic	A.A. Programs Number	A.A. Programs Percent	A.S. Programs Number	A.S. Programs Percent
1. SEX /				
Female	726	47.2	452	46.9
Male	813	52.8	511	53.1
2. MARITAL STATUS /				
Single	1,149	75.0	485	50.5
Married	382	25.0	476	49.5
3. NO. DEPENDENTS /				
None	1,222	79.4	601	62.4
One	119	7.7	118	12.3
Two	95	6.2	125	13.0
Three	44	2.9	73	7.6
More than three	60	3.9	46	4.8
4. RACE /				
White	1,252	81.4	793	82.4
Black	248	16.1	156	16.2
Other	39	2.5	13	1.4
5. STUDENT STATUS /				
Full-time	1,151	76.5	348	37.5
Part-time	354	23.5	580	62.5
6. FATHER'S OCCUPATION /				
Professional	372	30.3	172	25.7
Clerical	151	12.3	64	9.6
Service	232	18.9	124	18.5
Farming	52	4.2	45	6.7
Processing	12	1.0	7	1.0
Machine	35	2.9	31	4.6
Bench	4	.3	6	.9
Structural	134	10.9	58	8.7
Miscellaneous	30	2.4	22	3.3
None	18	1.5	18	2.7
Retired	186	15.2	123	18.4
7. FATHER'S EDUCATION /				
Less than high school	595	39.7	472	50.6
High school	502	33.5	263	28.2
Some college	211	14.1	100	10.7
A.A. degree	10	.7	10	1.1
4-year degree	103	6.9	54	5.8
4-year degree - plus	77	5.1	34	3.6
8. MOTHER'S OCCUPATION /				
Professional	202	15.3	77	10.3
Clerical	212	16.1	105	14.0
Service	186	14.1	106	14.2
Farming	6	.5	3	.4
Processing	5	.4	3	.4
Machine	2	.2	1	.1
Bench	3	.2	1	.1
Structural	2	.2	3	.4
Miscellaneous	9	.7	11	1.5
None	648	49.1	393	52.5
Retired	43	3.3	46	6.1
9. MOTHER'S EDUCATION /				
Less than high school	227	17.7	180	24.8
High school	718	55.9	364	50.1
Some college	195	15.2	126	17.3
A.A. degree	22	1.7	10	1.4
4-year degree	100	7.8	39	5.4
4-year degree - plus	23	1.8	8	1.1
10. ROUND-TRIP MILEAGE DAILY /				
Less than 20 miles	888	65.6	541	71.3
20 miles or more	466	34.4	218	28.7
11. SOURCE OF FINANCIAL SUPPORT /				
Parent	635	51.2	230	37.6
Self and family	422	34.0	290	47.5
Government	183	14.8	91	14.9
12. FAMILY INCOME /				
Less than $7,500	344	24.3	214	23.5
$7,500 - $12,000	278	19.7	177	19.4
$12,000 and over	341	24.1	182	20.0
Can't estimate	450	31.8	339	37.2
13. FTCPT TOTALS /				
0-150	219	21.0	92	24.7
350-500	311	29.8	88	23.6
14. RANK IN HIGH SCHOOL GRADUATING CLASS /				
0-40	507	42.5	344	53.1
41-60	203	17.0	104	16.0
61-80	139	11.6	106	16.4
81-100	345	28.9	94	14.5
15. AGE /				
17 or under	22	1.4	7	.7
18-20	826	53.6	288	29.9
21-44	656	42.6	585	60.7
Over 44	36	2.3	83	8.6

Table 2

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training (but not necessarily having received a degree) were 26.8 percent of the fathers of the Associate of Arts students and 21.2 percent of the fathers of the Associate of Science students. Again, in the same category were 26.5 percent of the mothers of the Associate of Arts students and 25.2 percent of the mothers of the Associate of Science students.

Regarding the occupations of the parents of the students, there were several differences worth noting. For instance, the fathers of the Associate of Arts students were more likely to be employed in a professional, technical, or managerial capacity (30.3 percent) than were the fathers of the Associate of Science students (25.7 percent). Also, fathers of Associate of Arts students tended more toward clerical occupations (12.3 percent) than did the Associate of Science students' fathers (9.6 percent). On the other hand, the fathers of the Associate of Science students seemed a bit more inclined toward agricultural and machine occupations than were the Associate of Arts students' fathers.

With respect to the students' mothers, those of the Associate of Arts students were more likely to be employed in a professional, technical, or managerial capacity (15.3 percent vs. 10.3 percent) or in a clerical occupation (16.1 percent vs. 14 percent). The differences within other occupations were insignificant. However, the mothers of Associate of Arts students were more likely to be employed in some capacity than were the mothers of the Associate of Science students (47.6 percent vs. 41.4 percent).

Finally, 34.4 percent of the Associate of Arts students commuted more than 20 miles each day, compared with 28.7 percent of the Associate of Science students. On the other hand, the Associate of Science students were older, with

with their average age being 25.9 compared with an average age for the Associate of Arts students of 22.7.

In summary, then, the typical Associate of Arts student tends to be single, white, and about 23 years old. He tends to rely on his parents for financial support and lives farther from the campus than does the typical Associate of Science student. He tends to be a full-time student, he scored considerably higher on the FTGPT than did his Associate of Science counterpart, and he ranked higher in his high school graduating class. Also, his parents' educational background was stronger, both in terms of having graduated from high school and in having attended college. Both his father and his mother were more likely to be employed in a professional, technical, or managerial capacity.

The typical Associate of Science student, on the other hand, tends to be white, about 26 years of age, and is as likely as not to be married. He tends to be self-supporting, has more dependents, and lives closer to the campus than does the typical Associate of Arts student. He is more likely to be a part-time student, he scored considerably lower on the FTGPT than did the typical Associate of Arts student, and he tended to rank lower in his high school graduating class. His parents were not so likely to have graduated from high school or attended college as were the parents of his Associate of Arts counterpart. The Associate of Science student's father was more likely to be employed in farming or machine work, and both his mother and his father were less likely to be employed in a professional, technical, or managerial capacity.

Comparison of the characteristics of students enrolled in specific programs or major fields of study:

As indicated earlier, the original group of 79 program and study areas proved unwieldy, so those were consolidated and re-grouped under 16 major headings -- 10 in the Associate of Arts area and six in the Associate of Science field.

Although the characteristics of the students in those two broad areas have already been compared, it appears that even within those fields the specific programs or fields of study tend to attract different kinds of students. In the following analyses of the major fields of study the characteristics of the students in each field are compared with the characteristics of all students in either the Associate of Arts area or in the Associate of Science area, whichever is appropriate.

Associate of Arts Programs and Fields of Study

Business and Management (168 students)

In this area the males outnumbered the females four to one, and about three-fourths of the students were single. Enrollment was largely white (85 percent), and 78.4 percent of the students were full-time. Both mothers and fathers of these students were more likely to have completed high school and were more likely to be engaged in professional, technical, or managerial occupations than were the parents of the composite Associate of Arts student. Students in this field tended to rely more than normally on government as their primary source of financing, though parental assistance was still the most important source.

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Business and Management (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	34	20.2
Male	1,537	53.0	813	52.8	511	53.1	134	79.8
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	123	74.1
Married	1,007	35.0	382	25.0	476	49.5	43	25.9
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	127	75.1
One	272	9.4	119	7.7	118	12.3	15	8.9
Two	258	8.9	95	6.2	125	13.0	14	8.3
Three	134	4.6	44	2.9	73	7.6	6	3.6
More than three	148	5.1	60	3.9	46	4.8	7	4.1
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	143	85.1
Black	482	16.6	248	16.1	156	16.2	19	11.3
Other	63	2.2	39	2.5	13	1.4	6	3.6
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	131	78.4
Part-time	1,130	40.1	354	23.5	580	62.5	36	21.6
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	52	37.1
Clerical	247	11.4	151	12.3	64	9.6	13	9.3
Service	411	19.0	232	18.9	124	18.5	30	21.4
Farming	109	5.0	52	4.2	45	6.7	8	5.7
Processing	21	1.0	12	1.0	7	1.0	2	1.4
Machine	77	3.6	35	2.9	31	4.6	2	1.4
Bench	12	0.6	4	.3	6	.9	1	.7
Structural	220	10.2	134	10.9	58	8.7	13	9.3
Miscellaneous	60	2.8	30	2.4	22	3.3	1	.7
None	40	1.9	18	1.5	18	2.7		
Retired	346	16.0	186	15.2	123	18.4	18	12.9
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	55	34.2
High school	864	30.9	502	33.5	263	28.2	58	36.0
Some college	347	12.4	211	14.1	100	10.7	23	14.3
A.A. degree	22	0.8	10	.7	10	1.1		
4-year degree	183	6.5	103	6.9	54	5.8	16	9.9
4-year degree - plus	124	4.4	77	5.1	34	3.6	9	5.6
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	23	15.8
Clerical	364	15.5	212	16.1	105	14.0	17	11.6
Service	340	14.4	186	14.1	106	14.2	23	15.8
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4	2	1.4
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1	1	.7
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	3	2.1
None	1,179	50.1	648	49.1	393	52.5	70	47.9
Retired	104	4.4	43	3.3	46	6.1	7	4.8
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	24	16.7
High school	1,228	53.4	718	55.9	364	50.1	86	59.7
Some college	356	15.5	195	15.2	126	17.3	18	12.5
A.A. degree	34	1.5	22	1.7	10	1.4	3	2.1
4-year degree	158	6.9	100	7.8	39	5.4	11	7.6
4-year degree - plus	33	1.4	23	1.8	8	1.1	2	1.4
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	108	71.5
20 miles or more	778	32.0	466	34.4	218	28.7	43	28.5
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	70	47.3
Self and family	801	38.1	422	34.0	290	47.5	48	32.4
Government	317	15.1	183	14.8	91	14.9	30	20.3
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	43	27.6
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	29	18.6
$12,000 and over	597	22.2	341	24.1	182	20.0	41	26.3
Can't estimate	927	34.5	450	31.8	339	37.2	43	27.6
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	27	20.8
350-500	431	26.7	311	29.8	88	23.6	34	26.1
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	52	41.9
41-60	307	16.7	203	17.0	104	16.0	27	21.8
61-80	245	13.3	139	11.6	106	16.4	13	10.5
81-100	439	23.8	345	28.9	94	14.5	32	25.8
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	.6
18-20	1,263	43.5	826	53.6	288	29.9	88	52.1
21-44	1,453	50.0	656	42.6	585	60.7	77	45.6
Over 44	154	5.3	36	2.3	83	8.6	3	1.8

Table 3

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Architecture & Engineering (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	25	24.8
Male	1,537	53.0	813	52.8	511	53.1	76	75.2
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	75	74.3
Married	1,007	35.0	382	25.0	476	49.5	26	25.7
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	~~137~~ 81	80.2
One	272	9.4	119	7.7	118	12.3	7	6.9
Two	258	8.9	95	6.2	125	13.0	4	4.0
Three	134	4.6	44	2.9	73	7.6	5	5.0
More than three	148	5.1	60	3.9	46	4.8	4	4.0
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	80	79.2
Black	482	16.6	248	16.1	156	16.2	7	6.9
Other	63	2.2	39	2.5	13	1.4	14	13.9
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	71	72.4
Part-time	1,130	40.1	354	23.5	580	62.5	27	27.6
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	26	30.6
Clerical	247	11.4	151	12.3	64	9.6	12	14.1
Service	411	19.0	232	18.9	124	18.5	12	14.1
Farming	109	5.0	52	4.2	45	6.7	3	3.5
Processing	21	1.0	12	1.0	7	1.0	1	1.2
Machine	77	3.6	35	2.9	31	4.6	3	3.5
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	16	18.8
Miscellaneous	60	2.8	30	2.4	22	3.3	1	1.2
None	40	1.9	18	1.5	18	2.7		
Retired	346	16.0	186	15.2	123	18.4	11	12.9
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	34	34.3
High school	864	30.9	502	33.5	263	28.2	35	35.4
Some college	347	12.4	211	14.1	100	10.7	14	14.1
A.A. degree	22	0.8	10	.7	10	1.1		
4-year degree	183	6.5	103	6.9	54	5.8	10	10.1
4-year degree - plus	124	4.4	77	5.1	34	3.6	6	6.1
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	10	13.3
Clerical	364	15.5	212	16.1	105	14.0	6	8.0
Service	340	14.4	186	14.1	106	14.2	13	17.3
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4	1	1.3
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	1	1.3
None	1,179	50.1	648	49.1	393	52.5	42	56.0
Retired	104	4.4	43	3.3	46	6.1	2	2.7
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	6	8.6
High school	1,228	53.4	718	55.9	364	50.1	43	61.4
Some college	356	15.5	195	15.2	126	17.3	16	22.9
A.A. degree	34	1.5	22	1.7	10	1.4	1	1.4
4-year degree	158	6.9	100	7.8	39	5.4	3	4.3
4-year degree - plus	33	1.4	23	1.8	8	1.1	1	1.4
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	53	62.4
20 miles or more	778	32.0	466	34.4	218	28.7	32	37.6
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	41	51.9
Self and family	801	38.1	422	34.0	290	47.5	27	34.2
Government	317	15.1	183	14.8	91	14.9	11	13.9
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	19	19.2
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	20	20.2
$12,000 and over	597	22.2	341	24.1	182	20.0	30	30.3
Can't estimate	927	34.5	450	31.8	339	37.2	30	30.3
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	11	18.3
350-500	431	26.7	311	29.8	88	23.6	21	35.0
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	26	32.5
41-60	307	16.7	203	17.0	104	16.0	8	10.0
61-80	245	13.3	139	11.6	106	16.4	8	10.0
81-100	439	23.8	345	28.9	94	14.5	38	47.5
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	1.0
18-20	1,263	43.5	826	53.6	288	29.9	45	44.6
21-44	1,453	50.0	656	42.6	585	60.7	51	50.5
Over 44	154	5.3	36	2.3	83	8.6	4	4.0

Table 4

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Architecture and Engineering (101 students)

Males outnumbered females three to one in this field. There was a relatively small percentage of blacks represented (6.9 percent) but a larger than usual percentage of other races (13.9 percent). Both the mothers and the fathers of these students had a better than average high school completion record, and family incomes were considerably above average. A below-average percentage of the students' mothers was employed in any capacity. The students in this program tended to be a bit older than average. Their scores on the FTGPT were relatively high, and their ranks in high school were higher than average.

Fine Arts and Foreign Languages (62 students)

In this field the female students outnumbered males 35 to 27, and a relatively high percentage (82.3 percent) were single. Black representation was a bit below average (11.3 percent). The students' mothers seemed more likely to be engaged in professional, technical, managerial, or clerical occupations than were those of the average students. The students in this field tended to live closer to the campus and were considerably younger than average. There was a strong reliance on parents for financial support, and family incomes tended to be above average. Scores on the FTGPT were slightly below average, and these students were slightly below average in their high school graduating class rankings.

Health (133 students)

About 55 percent of the students were female and 83.5 percent were single. There was a preponderance of white students (91.7 percent), and

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students enrolled at CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Fine Arts and Foreign Languages (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	35	56.5
Male	1,537	53.0	813	52.8	511	53.1	27	43.5
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	51	82.3
Married	1,007	35.0	382	25.0	476	49.5	11	17.7
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	56	90.3
One	272	9.4	119	7.7	118	12.3	3	4.8
Two	258	8.9	95	6.2	125	13.0	2	3.2
Three	134	4.6	44	2.9	73	7.6		
More than three	148	5.1	60	3.9	46	4.8	1	1.6
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	53	85.5
Black	482	16.6	248	16.1	156	16.2	7	11.3
Other	63	2.2	39	2.5	13	1.4	2	3.2
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	48	80.0
Part-time	1,130	40.1	354	23.5	580	62.5	12	20.0
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	18	33.3
Clerical	247	11.4	151	12.3	64	9.6	7	13.0
Service	411	19.0	232	18.9	124	18.5	13	24.1
Farming	109	5.0	52	4.2	45	6.7		
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	1	1.9
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	6	11.1
Miscellaneous	60	2.8	30	2.4	22	3.3		
None	40	1.9	18	1.5	18	2.7		
Retired	346	16.0	186	15.2	123	18.4	9	16.7
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	23	37.1
High school	864	30.9	502	33.5	263	28.2	20	32.3
Some college	347	12.4	211	14.1	100	10.7	11	17.7
A.A. degree	22	0.8	10	.7	10	1.1	1	1.6
4-year degree	183	6.5	103	6.9	54	5.8	5	8.1
4-year degree - plus	124	4.4	77	5.1	34	3.6	2	3.2
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	11	19.0
Clerical	364	15.5	212	16.1	105	14.0	10	17.2
Service	340	14.4	186	14.1	106	14.2	5	8.6
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5		
None	1,179	50.1	648	49.1	393	52.5	30	51.7
Retired	104	4.4	43	3.3	46	6.1	2	3.4
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	11	19.6
High school	1,228	53.4	718	55.9	364	50.1	31	55.4
Some college	356	15.5	195	15.2	126	17.3	7	12.5
A.A. degree	34	1.5	22	1.7	10	1.4	1	1.8
4-year degree	158	6.9	100	7.8	39	5.4	4	7.1
4-year degree - plus	33	1.4	23	1.8	8	1.1	2	3.6
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	43	76.8
20 miles or more	778	32.0	466	34.4	218	28.7	13	23.2
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	29	58.0
Self and family	801	38.1	422	34.0	290	47.5	13	26.0
Government	317	15.1	183	14.8	91	14.9	8	16.0
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	14	23.7
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	8	13.6
$12,000 and over	597	22.2	341	24.1	182	20.0	20	33.9
Can't estimate	927	34.5	450	31.8	339	37.2	17	28.8
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	10	20.9
350-500	431	26.7	311	29.8	88	23.6	11	23.0
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	22	43.1
41-60	307	16.7	203	17.0	104	16.0	8	15.7
61-80	245	13.3	139	11.6	106	16.4	8	15.7
81-100	439	23.8	345	28.9	94	14.5	13	25.5
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	1.6
18-20	1,263	43.5	826	53.6	288	29.9	42	67.7
21-44	1,453	50.0	656	42.6	585	60.7	19	30.6
Over 44	154	5.3	36	2.3	83	8.6		

Table 5

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Health (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	73	54.9
Male	1,537	53.0	813	52.8	511	53.1	60	45.1
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	111	83.5
Married	1,007	35.0	382	25.0	476	49.5	22	16.5
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	114	85.7
One	272	9.4	119	7.7	118	12.3	9	6.8
Two	258	8.9	95	6.2	125	13.0	7	5.3
Three	134	4.6	44	2.9	73	7.6	2	1.5
More than three	148	5.1	60	3.9	46	4.8	1	.8
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	122	91.7
Black	482	16.6	248	16.1	156	16.2	9	6.8
Other	63	2.2	39	2.5	13	1.4	2	1.5
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	119	89.5
Part-time	1,130	40.1	354	23.5	580	62.5	14	10.5
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	40	35.4
Clerical	247	11.4	151	12.3	64	9.6	12	10.6
Service	411	19.0	232	18.9	124	18.5	11	9.7
Farming	109	5.0	52	4.2	45	6.7	6	5.3
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	10	8.8
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	15	13.3
Miscellaneous	60	2.8	30	2.4	22	3.3	1	.9
None	40	1.9	18	1.5	18	2.7	3	2.7
Retired	346	16.0	186	15.2	123	18.4	15	13.3
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	52	39.7
High school	864	30.9	502	33.5	263	28.2	40	30.5
Some college	347	12.4	211	14.1	100	10.7	20	15.3
A.A. degree	22	0.8	10	.7	10	1.1	3	2.3
4-year degree	183	6.5	103	6.9	54	5.8	10	7.6
4-year degree - plus	124	4.4	77	5.1	34	3.6	6	4.6
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	11	8.7
Clerical	364	15.5	212	16.1	105	14.0	28	22.2
Service	340	14.4	186	14.1	106	14.2	8	6.3
Farming	11	0.5	6	.5	3	.4	1	.8
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	1	.8
None	1,179	50.1	648	49.1	393	52.5	73	57.9
Retired	104	4.4	43	3.3	46	6.1	4	3.2
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	21	17.5
High school	1,228	53.4	718	55.9	364	50.1	68	56.7
Some college	356	15.5	195	15.2	126	17.3	21	17.5
A.A. degree	34	1.5	22	1.7	10	1.4	3	2.5
4-year degree	158	6.9	100	7.8	39	5.4	4	3.3
4-year degree - plus	33	1.4	23	1.8	8	1.1	3	2.5
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	70	58.3
20 miles or more	778	32.0	466	34.4	218	28.7	50	41.7
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	74	61.2
Self and family	801	38.1	422	34.0	290	47.5	34	28.1
Government	317	15.1	183	14.8	91	14.9	13	10.7
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	26	20.6
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	26	20.6
$12,000 and over	597	22.2	341	24.1	182	20.0	40	31.7
Can't estimate	927	34.5	450	31.8	339	37.2	34	27.0
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	10	10.2
350-500	431	26.7	311	29.8	88	23.6	36	36.8
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	48	43.3
41-60	307	16.7	203	17.0	104	16.0	23	20.7
61-80	245	13.3	139	11.6	106	16.4	16	14.4
81-100	439	23.8	345	28.9	94	14.5	24	21.6
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	2	1.5
18-20	1,263	43.5	826	53.6	288	29.9	88	66.2
21-44	1,453	50.0	656	42.6	585	60.7	40	30.1
Over 44	154	5.3	36	2.3	83	8.6	3	2.3

Table 6

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Home Economics and Education (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	205	63.3
Male	1,537	53.0	813	52.8	511	53.1	119	36.7
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	227	70.7
Married	1,007	35.0	382	25.0	476	49.5	94	29.3
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	249	76.9
One	272	9.4	119	7.7	118	12.3	34	10.5
Two	258	8.9	95	6.2	125	13.0	24	7.4
Three	134	4.6	44	2.9	73	7.6	6	1.9
More than three	148	5.1	60	3.9	46	4.8	11	3.4
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	240	74.1
Black	482	16.6	248	16.1	156	16.2	81	25.0
Other	63	2.2	39	2.5	13	1.4	3	.9
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	239	75.2
Part-time	1,130	40.1	354	23.5	580	62.5	79	24.8
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	72	28.2
Clerical	247	11.4	151	12.3	64	9.6	30	11.8
Service	411	19.0	232	18.9	124	18.5	50	19.6
Farming	109	5.0	52	4.2	45	6.7	12	4.7
Processing	21	1.0	12	1.0	7	1.0	3	1.2
Machine	77	3.6	35	2.9	31	4.6	7	2.7
Bench	12	0.6	4	.3	6	.9	1	.4
Structural	220	10.2	134	10.9	58	8.7	33	12.9
Miscellaneous	60	2.8	30	2.4	22	3.3	11	4.3
None	40	1.9	18	1.5	18	2.7	3	1.2
Retired	346	16.0	186	15.2	123	18.4	33	12.9
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	142	45.4
High school	864	30.9	502	33.5	263	28.2	109	34.8
Some college	347	12.4	211	14.1	100	10.7	34	10.9
A.A. degree	22	0.8	10	.7	10	1.1	2	.6
4-year degree	183	6.5	103	6.9	54	5.8	15	4.8
4-year degree - plus	124	4.4	77	5.1	34	3.6	11	3.5
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	47	16.4
Clerical	364	15.5	212	16.1	105	14.0	52	18.2
Service	340	14.4	186	14.1	106	14.2	57	19.9
Farming	11	0.5	6	.5	3	.4	2	.7
Processing	9	0.4	5	.4	3	.4	2	.7
Machine	3	0.1	2	.2	1	.1	2	.7
Bench	4	0.2	3	.2	1	.1	2	.7
Structural	7	0.3	2	.2	3	.4	1	.3
Miscellaneous	22	0.9	9	.7	11	1.5	1	.3
None	1,179	50.1	648	49.1	393	52.5	114	39.9
Retired	104	4.4	43	3.3	46	6.1	6	2.1
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	55	19.5
High school	1,228	53.4	718	55.9	364	50.1	157	55.7
Some college	356	15.5	195	15.2	126	17.3	35	12.4
A.A. degree	34	1.5	22	1.7	10	1.4	4	1.4
4-year degree	158	6.9	100	7.8	39	5.4	25	8.9
4-year degree - plus	33	1.4	23	1.8	8	1.1	6	2.1
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	193	67.2
20 miles or more	778	32.0	466	34.4	218	28.7	94	32.8
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	118	46.5
Self and family	801	38.1	422	34.0	290	47.5	100	39.4
Government	317	15.1	183	14.8	91	14.9	36	14.2
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	89	30.6
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	61	21.0
$12,000 and over	597	22.2	341	24.1	182	20.0	54	18.6
Can't estimate	927	34.5	450	31.8	339	37.2	87	29.9
13. ETGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	65	27.4
350-500	431	26.7	311	29.8	88	23.6	50	21.1
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	99	41.6
41-60	307	16.7	203	17.0	104	16.0	37	15.5
61-80	245	13.3	139	11.6	106	16.4	38	16.0
81-100	439	23.8	345	28.9	94	14.5	64	26.9
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	4	1.2
18-20	1,263	43.5	826	53.6	288	29.9	170	52.5
21-44	1,453	50.0	656	42.6	585	60.7	143	44.1
Over 44	154	5.3	36	2.3	83	8.6	7	2.2

Table 7

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almost 90 percent of the students were full-time. The fathers tended toward professional, managerial, technical, and structural occupations, and the mothers tended toward clerical skills. A fairly high percentage (41.7 percent) of these students commuted more than 20 miles a day. There was an above-average reliance on parents for financial support, and family incomes were well above average. These students were younger than average, they scored higher than average on the FTGPT, but their ranks in their high school graduating classes were somewhat below average.

Home Economics and Education (324 students)

This area, consisting almost entirely of education majors, contained a preponderance of female students (63.3 percent), a larger percentage of black students than most areas (25 percent), and relatively more married students than other fields. A high percentage (45.4 percent) of the students' fathers did not complete high school. There was an above-average reliance on themselves as a source of financial support, and family incomes were generally well below average. Students in this field scored considerably below average on the FTGPT.

Letters, Communications, and Library Sciences (69 students)

Students in this area tended to be female (60.9 percent) and single (82.6 percent). An above-average percentage (23.2 percent) of the students were black. Both mothers and fathers of these students tended more toward service and clerical occupations and less toward the professional ones. There was a tendency toward shorter commuting distances among these students. A high percentage of them (43.6 percent) ranked in the upper 20 percent of their

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Letters, Communications & Library Sciences (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.[illegible]	452	46.9	42	60.9
Male	1,537	53.0	813	52.8	511	53.1	27	39.1
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	57	82.6
Married	1,007	35.0	382	25.0	476	49.5	12	17.4
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	53	76.8
One	272	9.4	119	7.7	118	12.3	7	10.1
Two	258	8.9	95	6.2	125	13.0	3	4.3
Three	134	4.6	44	2.9	73	7.6	4	5.8
More than three	148	5.1	60	3.9	46	4.8	2	2.9
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	52	75.4
Black	482	16.6	248	16.1	156	16.2	16	23.2
Other	63	2.2	39	2.5	13	1.4	1	1.4
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	48	70.6
Part-time	1,130	40.1	354	23.5	580	62.5	20	29.4
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	14	25.0
Clerical	247	11.4	151	12.3	64	9.6	11	19.6
Service	411	19.0	232	18.9	124	18.5	15	26.8
Farming	109	5.0	52	4.2	45	6.7	1	1.8
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6		
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	6	10.7
Miscellaneous	60	2.8	30	2.4	22	3.3	1	1.8
None	40	1.9	18	1.5	18	2.7	3	5.4
Retired	346	16.0	186	15.2	123	18.4	5	8.9
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	23	34.3
High school	864	30.9	502	33.5	263	28.2	28	41.8
Some college	347	12.4	211	14.1	100	10.7	9	13.4
A.A. degree	22	0.8	10	.7	10	1.1		
4-year degree	183	6.5	103	6.9	54	5.8	6	9.0
4-year degree - plus	124	4.4	77	5.1	34	3.6	1	1.5
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	8	13.3
Clerical	364	15.5	212	16.1	105	14.0	11	18.3
Service	340	14.4	186	14.1	106	14.2	10	16.7
Farming	11	0.5	6	.5	3	.4	1	1.7
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5		
None	1,179	50.1	648	49.1	393	52.5	29	48.3
Retired	104	4.4	43	3.3	46	6.1	1	1.7
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	10	17.2
High school	1,228	53.4	718	55.9	364	50.1	33	56.9
Some college	356	15.5	195	15.2	126	17.3	10	17.2
A.A. degree	34	1.5	22	1.7	10	1.4	1	1.7
4-year degree	158	6.9	100	7.8	39	5.4	3	5.2
4-year degree - plus	33	1.4	23	1.8	8	1.1	1	1.7
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	42	73.7
20 miles or more	778	32.0	466	34.4	218	28.7	15	26.3
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	28	53.8
Self and family	801	38.1	422	34.0	290	47.5	18	34.6
Government	317	15.1	183	14.8	91	14.9	6	11.5
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	12	19.4
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Can't estimate	927	34.5	450	31.8	339	37.2	26	41.9
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	12	25.1
350-500	431	26.7	311	29.8	88	23.6	16	33.4
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	20	36.4
41-60	307	16.7	203	17.0	104	16.0	7	12.7
61-80	245	13.3	139	11.6	106	16.4	4	7.3
81-100	439	23.8	345	28.9	94	14.5	24	43.6
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	1.4
18-20	1,263	43.5	826	53.6	288	29.9	39	56.5
21-44	1,453	50.0	656	42.6	585	60.7	28	40.6
Over 44	154	5.3	36	2.3	83	8.6	1	1.4

Table 8

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Mathematics & Computer Sciences (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	21	50.0
Male	1,537	53.0	813	52.8	511	53.1	21	50.0
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	30	75.0
Married	1,007	35.0	382	25.0	476	49.5	10	25.0
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	30	71.4
One	272	9.4	119	7.7	118	12.3	6	14.3
Two	258	8.9	95	6.2	125	13.0	5	11.9
Three	134	4.6	44	2.9	73	7.6		
More than three	148	5.1	60	3.9	46	4.8	1	2.4
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	35	83.3
Black	482	16.6	248	16.1	156	16.2	6	14.3
Other	63	2.2	39	2.5	13	1.4	1	2.4
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	32	84.2
Part-time	1,130	40.1	354	23.5	580	62.5	6	15.8
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	11	36.7
Clerical	247	11.4	151	12.3	64	9.6	2	6.7
Service	411	19.0	232	18.9	124	18.5	4	13.3
Farming	109	5.0	52	4.2	45	6.7		
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	1	3.3
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	2	6.7
Miscellaneous	60	2.8	30	2.4	22	3.3	1	3.3
None	40	1.9	18	1.5	18	2.7	1	3.3
Retired	346	16.0	186	15.2	123	18.4	8	26.7
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	13	31.0
High school	864	30.9	502	33.5	263	28.2	15	35.7
Some college	347	12.4	211	14.1	100	10.7	10	23.8
A.A. degree	22	0.8	10	.7	10	1.1		
4-year degree	183	6.5	103	6.9	54	5.8	2	4.8
4-year degree - plus	124	4.4	77	5.3	34	3.6	2	4.8
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	7	20.0
Clerical	364	15.5	212	16.1	105	14.0	7	20.0
Service	340	14.4	186	14.1	106	14.2	3	8.6
Farming	11	0.5	6	.3	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5		
None	1,179	50.1	648	49.1	393	52.5	15	42.9
Retired	104	4.4	43	3.3	46	6.1	3	8.6
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	3	8.1
High school	1,228	53.4	718	55.9	364	50.1	22	59.5
Some college	356	15.5	195	15.2	126	17.3	7	18.9
A.A. degree	34	1.5	22	1.7	10	1.4		
4-year degree	158	6.9	100	7.8	39	5.4	5	13.5
4-year degree - plus	33	1.4	23	1.8	8	1.1		
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	23	56.1
20 miles or more	778	32.0	466	34.4	218	28.7	18	43.9
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	18	48.6
Self and family	801	38.1	422	34.0	290	47.5	11	29.7
Government	317	15.1	183	14.8	91	14.9	8	21.6
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	16	40.0
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	13	32.5
$12,000 and over	597	22.2	341	24.1	182	20.0	3	7.5
Can't estimate	927	34.5	450	31.8	339	37.2	8	20.0
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	3	9.7
350-500	431	26.7	311	29.8	88	23.6	12	38.7
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	6	23.1
41-60	307	16.7	203	17.0	104	16.0	6	23.1
61-80	245	13.3	139	11.6	106	16.4	4	15.4
81-100	439	23.8	345	28.9	94	14.5	10	38.4
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7		
18-20	1,263	43.5	826	53.6	288	29.9	21	50.0
21-44	1,453	50.0	656	42.6	585	60.7	19	45.2
Over 44	154	5.3	36	2.3	83	8.6	2	4.8

Table 9

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high school graduating classes, but their grades on the FTGPT were about average.

Mathematics and Computer Sciences (42 students)

In this field there was a tendency for the students to be full-time and to have parents who are engaged in professional, technical, and managerial occupations. Too, the parents were more likely to have completed high school, though there is no strong record of college training. Family incomes for this group seemed somewhat low; a higher percentage of the students than normal derived their financial support from government benefits. Scores on the FTGPT were much higher than the average, and the students ranked considerably higher in their high school graduating classes than did the average student.

Physical Sciences, Agriculture, and Biological Sciences (91 students)

In these fields the males outnumbered the females almost four to one. Relatively few (14.3 percent) were married, the percentage of blacks in the program was fairly low (7.7 percent), and the students tended to commute greater distances than did the average student. The mothers of these students tended to be engaged in professional occupations, but not very many of them were in the clerical or service fields. Family incomes seemed considerably higher than normal. The students, who as a group were a little older than the average student, scored well above average on the FTGPT. However, their high school graduating class rankings were about average.

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Table 10

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Physical Sciences, Agriculture, & Biological Sciences (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	20	22.0
Male	1,537	53.0	813	52.8	511	53.1	71	78.0
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	78	85.7
Married	1,007	35.0	382	25.0	476	49.5	13	14.3
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	77	84.6
One	272	9.4	119	7.7	118	12.3	8	8.8
Two	258	8.9	95	6.2	125	13.0	1	1.1
Three	134	4.6	44	2.9	73	7.6	1	1.1
More than three	148	5.1	60	3.9	46	4.8	4	4.4
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	80	87.9
Black	482	16.6	248	16.1	156	16.2	7	7.7
Other	63	2.2	39	2.5	13	1.4	4	4.4
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	69	79.3
Part-time	1,130	40.1	354	23.5	580	62.5	18	20.7
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	20	27.8
Clerical	247	11.4	151	12.3	64	9.6	10	13.9
Service	411	19.0	232	18.9	124	18.5	14	19.4
Farming	109	5.0	52	4.2	45	6.7	2	2.8
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	5	6.9
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	5	6.9
Miscellaneous	60	2.8	30	2.4	22	3.3	3	4.2
None	40	1.9	18	1.5	18	2.7	1	1.4
Retired	346	16.0	186	15.2	123	18.4	12	16.7
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	33	37.1
High school	864	30.9	502	33.5	263	28.2	37	41.6
Some college	347	12.4	211	14.1	100	10.7	10	11.2
A.A. degree	22	0.8	10	.7	10	1.1	1	1.1
4-year degree	183	6.5	103	6.9	54	5.8	5	5.6
4-year degree - plus	124	4.4	77	5.1	34	3.6	3	3.4
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	17	23.3
Clerical	364	15.5	212	16.1	105	14.0	9	12.3
Service	340	14.4	186	14.1	106	14.2	7	9.6
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	12	1.5		
None	1,179	50.1	648	49.1	393	52.5	38	52.1
Retired	104	4.4	43	3.3	46	6.1	2	2.7
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	6	8.3
High school	1,228	53.4	718	55.9	364	50.1	49	68.1
Some college	356	15.5	195	15.2	126	17.3	10	13.9
A.A. degree	34	1.5	22	1.7	10	1.4	3	4.2
4-year degree	158	6.9	100	7.8	39	5.4	3	4.2
4-year degree - plus	33	1.4	23	1.8	8	1.1	1	1.4
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	42	53.2
20 miles or more	778	32.0	466	34.4	218	28.7	37	46.8
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	38	50.0
Self and family	801	38.1	422	34.0	290	47.5	26	34.2
Government	317	15.1	183	14.8	91	14.9	12	15.8
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	19	23.5
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	9	11.1
$12,000 and over	597	22.2	341	24.1	182	20.0	28	34.6
Can't estimate	927	34.5	450	31.8	339	37.2	25	30.9
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	12	20.0
350-500	431	26.7	311	29.8	88	23.6	21	35.0
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	29	41.4
41-60	307	16.7	203	17.0	104	16.0	15	21.4
61-80	245	13.3	139	11.6	106	16.4	7	10.0
81-100	439	23.8	345	28.9	94	14.5	19	27.2
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	2	2.2
18-20	1,263	43.5	826	53.6	288	29.9	45	49.5
21-44	1,453	50.0	656	42.6	585	60.7	44	48.4
Over 44	154	5.3	36	2.3	83	8.6		

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Psychology, Public Affairs & Social Sciences (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	84	56.8
Male	1,537	53.0	813	52.8	511	53.1	64	43.2
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	119	81.0
Married	1,007	35.0	382	25.0	476	49.5	28	19.0
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	124	83.8
One	272	9.4	119	7.7	118	12.3	6	4.1
Two	258	8.9	95	6.2	125	13.0	6	4.1
Three	134	4.6	44	2.9	73	7.6	5	3.4
More than three	148	5.1	60	3.9	46	4.8	7	4.8
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	99	66.9
Black	482	16.6	248	16.1	156	16.2	47	31.8
Other	63	2.2	39	2.5	13	1.4	2	1.4
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	112	76.2
Part-time	1,130	40.1	354	23.5	580	62.5	35	23.8
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	33	28.0
Clerical	247	11.4	151	12.3	64	9.6	9	7.6
Service	411	19.0	232	18.9	124	18.5	35	29.7
Farming	109	5.0	52	4.2	45	6.7	4	3.4
Processing	21	1.0	12	1.0	7	1.0	3	2.5
Machine	77	3.6	35	2.9	31	4.6	1	.8
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	8	6.8
Miscellaneous	60	2.8	30	2.4	22	3.3	4	3.4
None	40	1.9	18	1.5	18	2.7	2	1.7
Retired	346	16.0	186	15.2	123	18.4	19	16.1
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	61	42.1
High school	864	30.9	502	33.5	263	28.2	44	30.3
Some college	347	12.4	211	14.1	100	10.7	19	13.1
A.A. degree	22	0.8	10	.7	10	1.1	2	1.4
4-year degree	183	6.5	103	6.9	54	5.8	9	6.2
4-year degree - plus	124	4.4	77	5.1	34	3.6	10	6.9
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	19	15.3
Clerical	364	15.5	212	16.1	105	14.0	10	8.1
Service	340	14.4	186	14.1	106	14.2	14	11.3
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	1	.8
None	1,179	50.1	648	49.1	393	52.5	74	59.7
Retired	104	4.4	43	3.3	46	6.1	6	4.8
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	25	21.2
High school	1,228	53.4	718	55.9	364	50.1	63	53.4
Some college	356	15.5	195	15.2	126	17.3	17	14.4
A.A. degree	34	1.5	22	1.7	10	1.4	1	.8
4-year degree	158	6.9	100	7.8	39	5.4	11	9.3
4-year degree - plus	33	1.4	23	1.8	8	1.1	1	.8
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	91	68.9
20 miles or more	778	32.0	466	34.4	218	28.7	41	31.1
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	58	53.7
Self and family	801	38.1	422	34.0	290	47.5	38	35.2
Government	317	15.1	183	14.8	91	14.9	12	11.1
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	47	35.9
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	21	16.0
$12,000 and over	597	22.2	341	24.1	182	20.0	25	19.1
Can't estimate	927	34.5	450	31.8	339	37.2	38	29.0
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	27	29.1
350-500	431	26.7	311	29.8	88	23.6	26	28.0
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	48	44.4
41-60	307	16.7	203	17.0	104	16.0	17	15.7
61-80	245	13.3	139	11.6	106	16.4	8	7.4
81-100	439	23.8	345	28.9	94	14.5	35	32.4
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	.7
18-20	1,263	43.5	826	53.6	288	29.9	84	56.8
21-44	1,453	50.0	656	42.6	585	60.7	60	40.5
Over 44	154	5.3	36	2.3	83	8.6	3	2.0

Table 11

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Interdisciplinary (A.A. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	187	46.6
Male	1,537	53.0	813	52.8	511	53.1	214	53.4
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	278	69.3
Married	1,007	35.0	382	25.0	476	49.5	123	30.7
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	311	77.6
One	272	9.4	119	7.7	118	12.3	24	6.0
Two	258	8.9	95	6.2	125	13.0	29	7.2
Three	134	4.6	44	2.9	73	7.6	15	3.7
More than three	148	5.1	60	3.9	46	4.8	24	5.5
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	348	86.8
Black	482	16.6	248	16.1	156	16.2	49	12.2
Other	63	2.2	39	2.5	13	1.4	4	1.0
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	282	72.5
Part-time	1,130	40.1	354	23.5	580	62.5	107	27.5
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	86	28.4
Clerical	247	11.4	151	12.3	64	9.6	45	14.9
Service	411	19.0	232	18.9	124	18.5	48	15.8
Farming	109	5.0	52	4.2	45	6.7	16	5.3
Processing	21	1.0	12	1.0	7	1.0	3	1.0
Machine	77	3.6	35	2.9	31	4.6	5	1.7
Bench	12	0.6	4	.3	6	.9	2	.7
Structural	220	10.2	134	10.9	58	8.7	30	9.9
Miscellaneous	60	2.8	30	2.4	22	3.3	7	2.3
None	40	1.9	18	1.5	18	2.7	5	1.7
Retired	346	16.0	186	15.2	123	18.4	56	18.5
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	159	40.9
High school	864	30.9	502	33.5	263	28.2	116	29.8
Some college	347	12.4	211	14.1	100	10.7	61	15.7
A.A. degree	22	0.8	10	.7	10	1.1	1	.3
4-year degree	183	6.5	103	6.9	54	5.8	25	6.4
4-year degree - plus	124	4.4	77	5.1	34	3.6	27	6.9
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	49	14.6
Clerical	364	15.5	212	16.1	105	14.0	62	18.5
Service	340	14.4	186	14.1	106	14.2	46	13.7
Farming	11	0.5	6	.5	3	.4	2	.6
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4	1	.3
Miscellaneous	22	0.9	9	.7	11	1.5	2	.6
None	1,179	50.1	648	49.1	393	52.5	164	48.8
Retired	104	4.4	43	3.3	46	6.1	10	3.0
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	66	20.1
High school	1,228	53.4	718	55.9	364	50.1	166	50.6
Some college	356	15.5	195	15.2	126	17.3	54	16.5
A.A. degree	34	1.5	22	1.7	10	1.4	5	1.5
4-year degree	158	6.9	100	7.8	39	5.4	31	9.5
4-year degree - plus	33	1.4	23	1.8	8	1.1	6	1.8
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	223	64.5
20 miles or more	778	32.0	466	34.4	218	28.7	123	35.5
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	161	51.1
Self and family	801	38.1	422	34.0	290	47.5	107	34.0
Government	317	15.1	183	14.8	91	14.9	47	14.9
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	59	16.0
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	79	21.5
$12,000 and over	597	22.2	341	24.1	182	20.0	88	23.9
Can't estimate	927	34.5	450	31.8	339	37.2	142	38.6
13. FTCPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	42	17.5
350-500	431	26.7	311	29.8	88	23.6	84	34.9
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	157	47.4
41-60	307	16.7	203	17.0	104	16.0	55	16.6
61-80	245	13.3	139	11.6	106	16.4	33	10.0
81-100	439	23.8	345	28.9	94	14.5	86	26.0
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	9	2.2
18-20	1,263	43.5	826	53.6	288	29.9	204	50.9
21-44	1,453	50.0	656	42.6	585	60.7	175	43.6
Over 44	154	5.3	36	2.3	83	8.6	13	3.2

Table 12

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Psychology, Public Affairs, and Social Sciences (148 students)

These fields of study were characterized by a high percentage (81 percent) of single students and a high percentage (31.8 percent) of black students. There was a tendency for the fathers of these students to be engaged in service occupations and for a large percentage (60 percent) of the mothers to have no occupation. The parents' educational backgrounds were about average, but family incomes were below average. A relatively high percentage (29.1 percent) of the students scored less than 150 on the FTGPT.

Interdisciplinary (401 students)

This group included all of those students who intended to obtain the Associate of Arts degree but were not prepared to choose, at the time of their admission, a specific major field of study. As a group they differed in very few respects from the average Associate of Arts degree student. A relatively high percentage (30.7 percent) of them were married. The reported family incomes were slightly above average, but almost 40 percent of these students were unable to estimate their family income. As a group their scores on the FTGPT were somewhat above average.

Associate of Science Degree Programs

Agriculture (23 students)

The students in this program differed from students in other Associate of Science programs on virtually every count. Almost 90 percent were full-time and they were younger than was the average student. Whereas their mothers tended toward clerical occupations, the fathers (37.5 percent of them) were engaged in agriculture. The educational backgrounds of the parents were

not very strong, only one of the 46 parents having graduated from a four-year college. These students tended to rely heavily on their parents for financial support. A high percentage (53.4 percent) of the students scored less than 150 on the FTCPT.

Health (120 students)

There was a seven to three preponderance of females in this field. About 90 percent of the students were white, 37 percent were married, and 83.5 percent were full-time students. They tended to be younger than other Associate of Science students. Their scores on the FTGPT were considerably above average, and their rankings in their high school graduating classes were well above average. Family incomes seemed below average and there was a tendency for these students to rely on their parents for financial support. A high percentage (40.2 percent) of these students commuted more than 20 miles daily.

Office (160 students)

In this program area the female students outnumbered the males three to two. About three-fourths were full-time, and the average age was well below that of the composite Associate of Science student. A relatively high percentage of the fathers (55.1 percent) and of the mothers (32.1 percent) did not complete high school. Commuting distances were greater for these students and they tended to rely on their parents for financial support. Their scores on the FTGPT were not very high, with a disproportionate percentage (34.9) percent) having scored less than 150 and only 13.8 having scored over 350. However, these students ranked higher in their high school graduating

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Table 13

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Agriculture (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	2	8.7
Male	1,537	53.0	813	52.8	511	53.1	21	91.3
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	18	78.3
Married	1,007	35.0	382	25.0	476	49.5	5	21.7
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	18	78.3
One	272	9.4	119	7.7	118	12.3	1	4.3
Two	258	8.9	95	6.2	125	13.0	2	8.7
Three	134	4.6	44	2.9	73	7.6	1	4.3
More than three	148	5.1	60	3.9	46	4.8	1	4.3
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	23	100.0
Black	482	16.6	248	16.1	156	16.2		
Other	63	2.2	39	2.5	13	1.4		
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	17	89.5
Part-time	1,130	40.1	354	23.5	580	62.5	2	10.5
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	3	18.8
Clerical	247	11.4	151	12.3	64	9.6	2	12.5
Service	411	19.0	232	18.9	124	18.5	1	6.3
Farming	109	5.0	52	4.2	45	6.7	6	37.5
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	1	6.3
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	1	6.3
Miscellaneous	60	2.8	30	2.4	22	3.3	1	6.3
None	40	1.9	18	1.5	18	2.7		
Retired	346	16.0	186	15.2	123	18.4	1	6.3
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	10	43.5
High school	864	30.9	502	33.5	263	28.2	8	34.8
Some college	347	12.4	211	14.1	100	10.7	4	17.4
A.A. degree	22	0.8	10	.7	10	1.1		
4-year degree	183	6.5	103	6.9	54	5.8	1	4.3
4-year degree - plus	124	4.4	77	5.1	34	3.6		
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	1	5.3
Clerical	364	15.5	212	16.1	105	14.0	5	26.3
Service	340	14.4	186	14.1	106	14.2	2	10.5
Farming	11	0.5	6	.5	3	.4	1	5.3
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5		
None	1,179	50.1	648	49.1	393	52.5	10	52.6
Retired	104	4.4	43	3.3	46	6.1		
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	6	30.0
High school	1,228	53.4	718	55.9	364	50.1	11	55.0
Some college	356	15.5	195	15.2	126	17.3	3	15.0
A.A. degree	34	1.5	22	1.7	10	1.4		
4-year degree	158	6.9	100	7.8	39	5.4		
4-year degree - plus	33	1.4	23	1.8	8	1.1		
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	12	57.1
20 miles or more	778	32.0	466	34.4	218	28.7	9	42.9
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	10	58.8
Self and family	801	38.1	422	34.0	290	47.5	4	23.5
Government	317	15.1	183	14.8	91	14.9	3	17.6
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	4	17.4
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	6	26.1
$12,000 and over	597	22.2	341	24.1	182	20.0	6	26.1
Can't estimate	927	34.5	450	31.8	339	37.2	7	30.4
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	8	53.4
350-500	431	26.7	311	29.8	88	23.6	2	13.3
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	3	15.0
41-60	307	16.7	203	17.0	104	16.0	4	20.0
61-80	245	13.3	139	11.6	106	16.4	6	30.0
81-100	439	23.8	345	28.9	94	14.5	7	35.0
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7		
18-20	1,263	43.5	826	53.6	288	29.9	14	60.9
21-44	1,453	50.0	656	42.6	585	60.7	8	34.8
Over 44	154	5.3	36	2.3	83	8.6	1	4.3

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Health (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	85	70.8
Male	1,537	53.0	813	52.8	511	53.1	35	29.2
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	75	63.0
Married	1,007	35.0	382	25.0	476	49.5	44	37.0
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	90	75.0
One	272	9.4	119	7.7	118	12.3	16	13.3
Two	258	8.9	95	6.2	125	13.0	6	5.0
Three	134	4.6	44	2.9	73	7.6	4	3.3
More than three	148	5.1	60	3.9	46	4.8	4	3.3
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	108	90.0
Black	482	16.6	248	16.1	156	16.2	11	9.2
Other	63	2.2	39	2.5	13	1.4	1	.8
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	96	83.5
Part-time	1,130	40.1	354	23.5	580	62.5	19	16.5
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	26	26.3
Clerical	247	11.4	151	12.3	64	9.6	11	11.1
Service	411	19.0	232	18.9	124	18.5	20	20.2
Farming	109	5.0	52	4.2	45	6.7	3	3.0
Processing	21	1.0	12	1.0	7	1.0	2	2.0
Machine	77	3.6	35	2.9	31	4.6	3	3.0
Bench	12	0.6	4	.3	6	.9	1	1.0
Structural	220	10.2	134	10.9	58	8.7	11	11.1
Miscellaneous	60	2.8	30	2.4	22	3.3	3	3.0
None	40	1.9	18	1.5	18	2.7	4	4.0
Retired	346	16.0	186	15.2	123	18.4	15	15.2
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	50	42.0
High school	864	30.9	502	33.5	263	28.2	43	36.1
Some college	347	12.4	211	14.1	100	10.7	18	15.1
A.A. degree	22	0.8	10	.7	10	1.1	1	.8
4-year degree	183	6.5	103	6.9	54	5.8	4	3.4
4-year degree - plus	124	4.4	77	5.1	34	3.6	3	2.5
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	15	14.6
Clerical	364	15.5	212	16.1	105	14.0	18	17.5
Service	340	14.4	186	14.1	106	14.2	12	11.7
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	2	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	3	2.9
None	1,179	50.1	648	49.1	393	52.5	52	50.5
Retired	104	4.4	43	3.3	46	6.1	3	2.9
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	24	23.5
High school	1,228	53.4	718	55.9	364	50.1	48	47.1
Some college	356	15.5	195	15.2	126	17.3	22	21.6
A.A. degree	34	1.5	22	1.7	10	1.4	4	3.9
4-year degree	158	6.9	100	7.8	39	5.4	3	2.9
4-year degree - plus	33	1.4	23	1.8	8	1.1	1	1.0
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	55	59.8
20 miles or more	778	32.0	466	34.4	218	28.7	37	40.2
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	44	47.3
Self and family	801	38.1	422	34.0	290	47.5	39	41.9
Government	317	15.1	183	14.8	91	14.9	10	10.8
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	40	37.4
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	24	22.4
$12,000 and over	597	22.2	341	24.1	182	20.0	21	19.6
Can't estimate	927	34.5	450	31.8	339	37.2	22	20.6
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	10	11.8
350-500	431	26.7	311	29.8	88	23.6	26	30.6
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	44	43.6
41-60	307	16.7	203	17.0	104	16.0	16	15.8
61-80	245	13.3	139	11.6	106	16.4	14	13.9
81-100	439	23.8	345	28.9	94	14.5	27	26.7
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7		
18-20	1,263	43.5	826	53.6	288	29.9	59	49.2
21-44	1,453	50.0	656	42.6	585	60.7	56	46.7
Over 44	154	5.3	36	2.3	83	8.6	5	4.2

Table 14

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Office (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	96	60.0
Male	1,537	53.0	813	52.8	511	53.1	64	40.0
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	116	72.5
Married	1,007	35.0	382	25.0	476	49.5	44	27.5
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	128	80.0
One	272	9.4	119	7.7	118	12.3	12	7.5
Two	258	8.9	95	6.2	125	13.0	10	6.3
Three	134	4.6	44	2.9	73	7.6	6	3.8
More than three	148	5.1	60	3.9	46	4.8	4	2.5
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	131	82.4
Black	482	16.6	248	16.1	156	16.2	26	16.4
Other	63	2.2	39	2.5	13	1.4	2	1.3
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	113	73.9
Part-time	1,130	40.1	354	23.5	580	62.5	40	26.1
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	34	28.1
Clerical	247	11.4	151	12.3	64	9.6	12	9.9
Service	411	19.0	232	18.9	124	18.5	23	19.0
Farming	109	5.0	52	4.2	45	6.7	5	4.1
Processing	21	1.0	12	1.0	7	1.0	2	1.7
Machine	77	3.6	35	2.9	31	4.6	5	4.1
Bench	12	0.6	4	.3	6	.9		
Structural	220	10.2	134	10.9	58	8.7	9	7.4
Miscellaneous	60	2.8	30	2.4	22	3.3	8	6.6
None	40	1.9	18	1.5	18	2.7	4	3.3
Retired	346	16.0	186	15.2	12[illegible]	18.4	19	15.7
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	86	55.1
High school	864	30.9	502	33.5	263	28.2	40	25.6
Some college	347	12.4	211	14.1	100	10.7	17	10.9
A.A. degree	22	0.8	10	.7	10	1.1	2	1.3
4-year degree	183	6.5	103	6.9	54	5.8	5	3.2
4-year degree - plus	124	4.4	77	5.1	34	3.6	6	3.8
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	13	9.4
Clerical	364	15.5	212	16.1	105	14.0	17	12.3
Service	340	14.4	186	14.1	106	14.2	21	15.2
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4	1	.7
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4	1	.7
Miscellaneous	22	0.9	9	.7	11	1.5	2	1.4
None	1,179	50.1	648	49.1	393	52.5	79	57.2
Retired	104	4.4	43	3.3	46	6.1	4	2.9
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	42	32.1
High school	1,228	53.4	718	55.9	364	50.1	63	48.1
Some college	356	15.5	195	15.2	126	17.3	23	17.6
A.A. degree	34	1.5	22	1.7	10	1.4	1	.8
4-year degree	158	6.9	100	7.8	39	5.4	2	1.5
4-year degree - plus	33	1.4	23	1.8	8	1.1		
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	93	64.6
20 miles or more	778	32.0	466	34.4	218	28.7	51	35.4
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	71	54.2
Self and family	801	38.1	422	34.0	290	47.5	36	27.5
Government	317	15.1	183	14.8	91	14.9	24	18.3
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	43	29.3
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	26	17.7
$12,000 and over	597	22.2	341	24.1	182	20.0	26	17.7
Can't estimate	927	34.5	450	31.8	339	37.2	52	35.4
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	38	34.9
350-500	431	26.7	311	29.8	88	23.6	15	13.8
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	55	41.7
41-60	307	16.7	203	17.0	104	16.0	28	21.2
61-80	245	13.3	139	11.6	106	16.4	30	22.7
81-100	439	23.8	345	28.9	94	14.5	19	14.4
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	1	.6
18-20	1,263	43.5	826	53.6	288	29.9	92	57.5
21-44	1,453	50.0	656	42.6	585	60.7	63	39.4
Over 44	154	5.3	36	2.3	83	8.6	4	2.5

Table 15

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Table 16

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Unclassified Occupational (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	246	49.7
Male	1,537	53.0	813	52.8	511	53.1	249	50.3
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	193	39.0
Married	1,007	35.0	382	25.0	476	49.5	302	61.0
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	273	55.2
One	272	9.4	119	7.7	118	12.3	68	13.7
Two	258	8.9	95	6.2	125	13.0	80	16.2
Three	134	4.6	44	2.9	73	7.6	45	9.1
More than three	148	5.1	60	3.9	46	4.8	29	5.9
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	386	78.0
Black	482	16.6	248	16.1	156	16.2	101	24.0
Other	63	2.2	39	2.5	13	1.4	8	1.6
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	26	5.4
Part-time	1,130	40.1	354	23.5	580	62.5	453	94.6
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	81	26.4
Clerical	247	11.4	151	12.3	64	9.6	30	9.8
Service	411	19.0	232	18.9	124	18.5	56	18.2
Farming	109	5.0	52	4.2	45	6.7	24	7.8
Processing	21	1.0	12	1.0	7	1.0	2	.7
Machine	77	3.6	35	2.9	31	4.6	15	4.9
Bench	12	0.6	4	.3	6	.9	1	.3
Structural	220	10.2	134	10.9	58	8.7	20	6.5
Miscellaneous	60	2.8	30	2.4	22	3.3	5	1.6
None	40	1.9	18	1.5	18	2.7	6	2.0
Retired	346	16.0	186	15.2	123	18.4	67	21.8
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	259	54.3
High school	864	30.9	502	33.5	263	28.2	110	23.1
Some college	347	12.4	211	14.1	100	10.7	48	10.1
A.A. degree	22	0.8	10	.7	10	1.1	3	.6
4-year degree	183	6.5	103	6.9	54	5.8	32	6.7
4-year degree - plus	124	4.4	77	5.1	34	3.6	25	5.2
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	40	11.1
Clerical	364	15.5	212	16.1	105	14.0	48	13.4
Service	340	14.4	186	14.1	106	14.2	54	15.0
Farming	11	0.5	6	.5	3	.4	1	.3
Processing	9	0.4	5	.4	3	.4	1	.3
Machine	3	0.1	2	.2	1	.1	1	.3
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4	2	.6
Miscellaneous	22	0.9	9	.7	11	1.5	4	1.1
None	1,179	50.1	648	49.1	393	52.5	174	48.5
Retired	104	4.4	43	3.3	46	6.1	34	9.5
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	80	22.6
High school	1,228	53.4	718	55.9	364	50.1	174	49.2
Some college	356	15.5	195	15.2	126	17.3	60	16.9
A.A. degree	34	1.5	22	1.7	10	1.4	4	1.1
4-year degree	158	6.9	100	7.8	39	5.4	29	8.2
4-year degree - plus	33	1.4	23	1.8	8	1.1	7	2.0
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	295	82.4
20 miles or more	778	32.0	466	34.4	218	28.7	63	17.6
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	69	28.8
Self and family	801	38.1	422	34.0	290	47.5	149	62.1
Government	317	15.1	183	14.8	91	14.9	22	9.2
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	73	15.4
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	80	16.8
$12,000 and over	597	22.2	341	24.1	182	20.0	101	21.3
Can't estimate	927	34.5	450	31.8	339	37.2	221	46.5
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	7	11.0
350-500	431	26.7	311	29.8	88	23.6	28	43.8
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	185	66.5
41-60	307	16.7	203	17.0	104	16.0	31	11.2
61-80	245	13.3	139	11.6	106	16.4	33	11.9
81-100	439	23.8	345	28.9	94	14.5	29	10.4
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	4	.8
18-20	1,263	43.5	826	53.6	288	29.9	71	14.3
21-44	1,453	50.0	656	42.6	585	60.7	357	72.1
Over 44	154	5.3	36	2.3	83	8.6	63	12.7

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CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Technical (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	4	4.5
Male	1,537	53.0	813	52.8	511	53.1	84	95.5
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	61	70.1
Married	1,007	35.0	382	25.0	476	49.5	26	29.9
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	61	69.3
One	272	9.4	119	7.7	118	12.3	12	13.6
Two	258	8.9	95	6.2	125	13.0	9	10.2
Three	134	4.6	44	2.9	73	7.6	4	4.5
More than three	148	5.1	60	3.9	46	4.8	2	2.3
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	77	87.5
Black	482	16.6	248	16.1	156	16.2	9	10.2
Other	63	2.2	39	2.5	13	1.4	2	2.3
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	63	73.3
Part-time	1,130	40.1	354	23.5	580	62.5	23	26.7
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	20	27.0
Clerical	.247	11.4	151	12.3	64	9.6	4	5.4
Service	411	19.0	232	18.9	124	18.5	15	20.3
Farming	109	5.0	52	4.2	45	6.7	2	2.7
Processing	21	1.0	12	1.0	7	1.0	1	1.4
Machine	77	3.6	35	2.9	31	4.6	4	5.4
Bench	12	0.6	4	.3	6	.9	2	2.7
Structural	220	10.2	134	10.9	58	8.7	10	13.5
Miscellaneous	60	2.8	30	2.4	22	3.3	5	6.8
None	40	1.9	18	1.5	18	2.7	3	4.1
Retired	346	16.0	186	15.2	123	18.4	8	10.8
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	28	31.8
High school	864	30.9	502	33.5	263	28.2	41	46.6
Some college	347	12.4	211	14.1	100	10.7	10	11.4
A.A. degree	22	0.8	10	.7	10	1.1	3	3.4
4-year degree	183	6.5	103	6.9	54	5.8	6	6.8
4-year degree - plus	124	4.4	77	5.1	34	3.6		
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	6	8.5
Clerical	364	15.5	212	16.1	105	14.0	11	15.5
Service	340	14.4	186	14.1	106	14.2	5	7.0
Farming	11	0.5	6	.5	3	.4		
Processing	9	0.4	5	.4	3	.4		
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1		
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5	2	2.8
None	1,179	50.1	648	49.1	393	52.5	46	64.8
Retired	104	4.4	43	3.3	46	6.1	1	1.4
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	16	22.9
High school	1,228	53.4	718	55.9	364	50.1	40	57.1
Some college	356	15.5	195	15.2	126	17.3	10	14.3
A.A. degree	34	1.5	22	1.7	10	1.4	1	1.4
4-year degree	158	6.9	100	7.8	39	5.4	3	4.3
4-year degree - plus	33	1.4	23	1.8	8	1.1		
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	37	48.1
20 miles or more	778	32.0	466	34.4	218	28.7	40	51.9
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	25	34.2
Self and family	801	38.1	422	34.0	290	47.5	35	47.9
Government	317	15.1	183	14.8	91	14.9	13	17.8
12. FAMILY INCOME /								
Less than $7,500	642	23.9	344	24.3	214	23.5	26	30.2
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	19	22.1
$12,000 and over	597	22.2	341	24.1	182	20.0	20	23.3
Can't estimate	927	34.5	450	31.8	339	37.2	21	24.4
13. FTGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	12	20.4
350-500	431	26.7	311	29.8	88	23.6	12	20.4
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	23	35.4
41-60	307	16.7	203	17.0	104	16.0	16	24.6
61-80	245	13.3	139	11.6	106	16.4	15	23.1
81-100	439	23.8	345	28.9	94	14.5	11	16.9
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7	2	2.3
18-20	1,263	43.5	826	53.6	288	29.9	38	43.2
21-44	1,453	50.0	656	42.6	585	60.7	44	50.0
Over 44	154	5.3	36	2.3	83	8.6	4	4.5

Table 17

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classes than did the average Associate of Science student.

Unclassified Occupational (495 students)

This group was characterized by a high percentage (61 percent) of married students and by a higher than average percentage (24 percent) of black students. Some 95 percent of these students were classified as part-time. A high percentage (54.3 percent) of their fathers did not complete high school. Only 17.6 percent of the students commuted more than 20 miles daily, and only 15 percent of them were under 21 years of age. Not all data on this group of students are complete, especially regarding family income, scores on the FTGPT, and rank in high school graduating class. Thus, on those factors it would seem inappropriate to make comparisons or to draw any conclusions.

Technical (88 students)

Over 95 percent of these students were male, 87.5 percent of them were white, and their parents' educational backgrounds were better than average. A large percentage of them (51.9 percent) commuted more than 20 miles daily. On the remaining characteristics this group seemed about average and in effect epitomized the typical Associate of Science student.

Law Enforcement (77 students)

These students, one-fourth of whom were female, varied from the norms in several respects. For instance, the enrollment consists primarily of married students (71.4 percent) deriving most of their income from their own employment positions or from government support programs. Most of the students (88.3 percent) were white, and only 18 percent of them were under 21. The fathers of these students tended more toward service and structural work,

CHARACTERISTICS OF STUDENTS BY INDIVIDUAL PROGRAM
Compared with those of all Associate of Arts students, all Associate of Science students, and all students admitted to CFCC from 1971-1973

Student Characteristic	2,905 Student Sample		All A.A. Degree Programs		All A.S. Degree Programs		Law Enforcement (A.S. students)	
	#	%	#	%	#	%	#	%
1. SEX /								
Female	1,361	47.0	726	47.2	452	46.9	19	24.7
Male	1,537	53.0	813	52.8	511	53.1	58	75.3
2. MARITAL STATUS /								
Single	1,869	65.0	1,149	75.0	485	50.5	22	28.6
Married	1,007	35.0	382	25.0	476	49.5	55	71.4
3. NO. DEPENDENTS /								
None	2,093	72.0	1,222	79.4	601	62.4	31	40.3
One	272	9.4	119	7.7	118	12.3	9	11.7
Two	258	8.9	95	6.2	125	13.0	18	23.4
Three	134	4.6	44	2.9	73	7.6	13	16.9
More than three	148	5.1	60	3.9	46	4.8	6	7.8
4. RACE /								
White	2,357	81.2	1,252	81.4	793	82.4	68	88.3
Black	482	16.6	248	16.1	156	16.2	9	11.7
Other	63	2.2	39	2.5	13	1.4		
5. STUDENT STATUS /								
Full-time	1,691	59.9	1,151	76.5	348	37.5	33	43.4
Part-time	1,130	40.1	354	23.5	580	62.5	43	56.6
6. FATHER'S OCCUP. /								
Professional	617	28.6	372	30.3	172	25.7	8	15.1
Clerical	247	11.4	151	12.3	64	9.6	5	9.4
Service	411	19.0	232	18.9	124	18.5	9	17.0
Farming	109	5.0	52	4.2	45	6.7	5	9.4
Processing	21	1.0	12	1.0	7	1.0		
Machine	77	3.6	35	2.9	31	4.6	3	5.7
Bench	12	0.6	4	.3	6	.9	2	3.8
Structural	220	10.2	134	10.9	58	8.7	7	13.2
Miscellaneous	60	2.8	30	2.4	22	3.3		
None	40	1.9	18	1.5	18	2.7	1	1.9
Retired	346	16.0	186	15.2	123	18.4	13	24.5
7. FATHER'S EDUC. /								
Less than high school	1,258	45.0	595	39.7	472	50.6	39	55.7
High school	864	30.9	502	33.5	263	28.2	21	30.0
Some college	347	12.4	211	14.1	100	10.7	3	4.3
A.A. degree	22	0.8	10	.7	10	1.1	1	1.4
4-year degree	183	6.5	103	6.9	54	5.8	6	8.6
4-year degree - plus	124	4.4	77	5.1	34	3.6		
8. MOTHER'S OCCUP. /								
Professional	310	13.2	202	15.3	77	10.3	2	3.4
Clerical	364	15.[illegible]	212	16.1	105	14.0	6	10.2
Service	340	14.4	186	14.1	106	14.2	12	20.3
Farming	11	0.5	6	.5	3	.4	1	1.7
Processing	9	0.4	5	.4	3	.4	1	1.7
Machine	3	0.1	2	.2	1	.1		
Bench	4	0.2	3	.2	1	.1	1	1.7
Structural	7	0.3	2	.2	3	.4		
Miscellaneous	22	0.9	9	.7	11	1.5		
None	1,179	50.1	648	49.1	393	52.5	32	54.2
Retired	104	4.4	43	3.3	46	6.1	4	6.8
9. MOTHER'S EDUCATION /								
Less than high school	492	21.4	227	17.7	180	24.8	12	24.0
High school	1,228	53.4	718	55.9	364	50.1	28	56.0
Some college	356	15.5	195	15.2	126	17.3	8	16.0
A.A. degree	34	1.5	22	1.7	10	1.4		
4-year degree	158	6.9	100	7.8	39	5.4	2	4.0
4-year degree - plus	33	1.4	23	1.8	8	1.1		
10. ROUND-TRIP MILEAGE /								
Less than 20 miles	1,650	68.0	888	65.6	541	71.3	49	73.1
20 miles or more	778	32.0	466	34.4	218	28.7	18	26.9
11. FINANCIAL SUPPORT /								
Parent	982	46.8	635	51.2	230	37.6	11	19.3
Self and family	801	38.1	422	34.0	290	47.5	27	47.4
Government	317	15.1	183	14.8	91	14.9	19	33.3
12. FAMILY INCOME /								
Less than $7,500	642	23.9	314	24.3	214	23.5	28	37.8
$7,500 - $12,000	518	19.3	278	19.7	177	19.4	22	29.7
$12,000 and over	597	22.2	341	24.1	182	20.0	8	10.8
Can't estimate	927	34.5	450	31.8	339	37.2	16	21.6
13. ETGPT TOTALS /								
0-150	365	22.7	219	21.0	92	24.7	17	41.5
350-500	431	26.7	311	29.8	88	23.6	5	12.2
14. H.S. CLASS GRAD RANK /								
0-40	851	46.2	507	42.5	344	53.1	34	65.4
41-60	307	16.7	203	17.0	104	16.0	9	17.3
61-80	245	13.3	139	11.6	106	16.4	8	15.4
81-100	439	23.8	345	28.9	94	14.5	1	1.9
15. AGE /								
17 or under	35	1.2	22	1.4	7	.7		
18-20	1,263	43.5	826	53.6	288	29.9	14	18.2
21-44	1,453	50.0	656	42.6	585	60.7	57	74.0
Over 44	154	5.3	36	2.3	83	8.6	6	7.8

Table 18

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and 25 percent of them were retired. Some 56 percent of the fathers did not graduate from high school. The mothers' educational backgrounds were stronger, however, and 20 percent of them had had some college training as compared with 14 percent of the fathers. These students ranked below average in their high school graduating classes, and their scores on the FTGPT were quite low, with 41.5 percent of them scoring less than 150.

IMPLICATIONS TO CENTRAL FLORIDA COMMUNITY COLLEGE

As indicated in the preceding review of data by program and by major field of study, there were several findings that should prove useful to the college both in its recruiting of students and in its relations with the community. For instance, almost 40 percent of the students were part-time, and over a third of them were married. Although these facts may not be too surprising, they do indicate that the college must tailor many of its programs and course offerings to meet the needs of a sizeable segment of the population that does not attend college on a full-time basis and may have family responsibilities. Also, the fact that 44 percent of the students' fathers did not complete high school, compared with 20 percent of the mothers, may indicate that here, as elsewhere, the community college must contend with family traditions of minimum educational attainment. This, of course, is also borne out by the fact that only 25 percent of the fathers and 26 percent of the mothers had had any college training at all, and that only 12 percent of the fathers and 8.4 percent of the mothers had graduated from a four-year college. Too, only .8 percent of the fathers and 1.6 percent of the mothers had graduated from a community college.

Although the college seems to have attracted a sizeable percentage of the students who graduated in the top 20 percent of their high school classes, their scores on the FTGPT show that about 80 percent of them were below the level attained by the average freshman admitted to the state universities of Florida. With over half of our students enrolled in Associate of Arts programs it would seem inevitable that many of them will require more than two years to complete the Associate of Arts degree requirements. Traditional methods of instruction may prove ineffective for some students, and the community college may need to utilize more innovative instructional techniques.

With respect to the age of our students, it is significant that only 4.8 percent of them were 45 or older, and that only three students, or .1 percent of the total, were 55 or older. There were no students over 60.

On the basis of this information, and in view of the fact that 22 percent of the residents of the community are 55 or older, and 15.5 percent are over 60, the college's Board of Trustees in May 1974 agreed to permit students aged 60 and over to take, free of charge, any credit courses in which there remained sufficient classroom seating accommodations.

With respect to specific program differences it is noteworthy that the black students, who comprise 16.2 percent of the college population, tended to enroll more heavily in some programs than in others. The following tabulation illustrates this fact:

Table 19

PERCENTAGE OF BLACK STUDENT ENROLLMENT BY PROGRAM OR MAJOR STUDY AREA

Program or Major Study Area	Percent
Psychology, Public Affairs, and Social Sciences (A.A.)	31.8
Education (A.A.)	25.0
Unclassified Occupations (A.S.)	24.0
Letters, Communications, and Library Sciences (A.A.)	23.2
Office (A.S.)	16.4
Mathematics and Computer Sciences (A.A.)	14.3
Interdisciplinary (A.A.)	12.2
Law Enforcement (A.S.)	11.7
Business and Management (A.A.)	11.3
Fine Arts and Foreign Languages (A.A.)	11.3
Technical (A.S.)	10.2
Health (A.S.)	9.2
Physical Sciences, Agriculture, and Biological Sciences (A.A.)	7.7
Architecture and Engineering (A.A.)	6.9
Health (A.A.)	6.8
Agriculture (A.S.)	0.0

It should be noted, too, that the parents of our students did not enjoy, as a group, very substantial annual earnings. Some 24 percent of the students reported their family's earnings at under $7,500 and about 20 percent at between $7,500 and $12,000. With a third of the students not being able to estimate their family's income, it appears (through extrapolation) that about two-thirds of our students represent family incomes of under $12,000. This, of course, has implications with respect to their ability to send their children to college and would seem to point up a potential need for increased student aid funds, both public and private.

SUFFICIENCY OF DATA

There proved to be some gaps in the data generated by this survey. For

instance, missing data were noted on the following characteristics affecting the indicated percentages of students (based on a sample of 2,905):

Table 20

DATA GAPS

Student Characteristic	% Missing Data
Full-time vs. Part-time	2.9
Major Field	13.8
Father's Occupation	25.6
Father's Education	3.7
Mother's Occupation	19.0
Mother's Education	20.8
Round-trip Mileage	16.4
Source of Financial Support	27.7
Family Income	7.6
FTGPT Total Score	44.4
Rank in High School Graduating Class	36.4

(Data on the other four characteristics were complete.)

It should be noted that not all high school students are required to take the FTGPT. Nevertheless, the available sample covering 56 percent of the students seems adequate for statistical analysis. The available data have been converted to adjusted frequencies so that for each factor the components total a full 100 percent.

CRITIQUE OF STUDY

It is recommended that as soon as possible a follow-up study be conducted by the college, utilizing data covering students admitted between 1973 and the date of the new survey. Efforts should be made to assure the availability of complete data on each student.

The results of the newer survey then should be compared with those of the present one. Changes in characteristics should be noted and the existence of any trends should be hypothesized.

It would also be helpful if similar surveys were conducted by other members of the consortium. Though each college's findings should be considered unique, it is possible that a commonality of characteristics with respect to specific academic programs may evolve, with implications for the entire community college system in Florida and perhaps elsewhere.

Of course, each college planning to utilize this module either should be prepared to adopt an admissions application much like the one in use at Central Florida Community College, or must devise some other means of obtaining the necessary student data.

The computer program used in conjunction with the development of this module is available through the Inter-Institutional Research Council and should prove adaptable to the data generated by other consortium members.

Some of the student characteristics data proved considerably more useful than others. A college planning to implement this module might do well to question the usefulness of such data as the number of dependents and the daily round-trip commuting mileage. Also, it may be that the occupational area for

mothers and fathers should be revised to provide a breakdown within the broad area of professional, managerial, and technical occupations. Too, it would be helpful if the computer program could be modified to include average data wherever possible, e.g. average age of students, average family income, and average grade on the FTGPT. Such averages could be calculated for the entire sample as well as for the Associate of Arts students, the Associate of Science students, and for each group of students enrolled in a specific program.

Consideration should also be given to modifying the computer program so that the data covering all 15 characteristics as they relate to those students in particular programs could be combined and shown on a separate printout for each of the 16 program areas. Under the present computer program the redistribution of data was done manually, a process that required at least two weeks to complete.

CONCLUSIONS

RELATIONSHIP TO THE PLANNING FUNCTION IN THE COLLEGE

There are several ways in which the college should be able to use the student characteristics data in its planning procedures. For instance, it should be possible to identify groups of potential students presently not being served. Tentatively these seem to include the older segment of the population (those over 45), students graduating from high school in the lower 80 percent of their class, and black students, who now comprise 16.2 percent of the college population but represent 26 percent of all local residents.

Along with these factors the college must remain aware of the economic backgrounds of its students as well as of the tri-county population. Whereas the average family income in the area is about $9,000 per year, it would appear that only about 30 percent of the students represent families with incomes under that figure.

Inasmuch as 40 percent of the students are now part-time, it would seem that the college should make every effort to schedule classes at hours when such part-time students are able to attend.

Too, in view of the facts that (a) a sizeable percentage of the parents of our students did not complete high school, (b) 28 percent of the adult population completed no more than eight grades, and (c) the average educational level of attainment within the area is 11.6 years of school, there continues to exist a problem of convincing parents that a college education may be desirable for their children. The college, of course, must tailor its recruiting efforts to reflect all of these factors.

In view of the kinds of students the college has been receiving, and in light of their socio-economic backgrounds, it would seem highly desirable that a comprehensive study be made of the adequacy of the instructional methods currently being utilized by the college. The study might well include a survey of the instructors with respect to the teaching methods presently being used, along with their views of the suitability of those methods. Of even greater importance would be a survey of the students in the form of an opinionnaire, seeking their preferences with respect to various teaching methods and techniques. The opinionnaire should be administered to diverse student groups, perhaps to as many as six different ones. The findings, then, of student preferences regarding instructional methods and techniques would be related to the characteristics of students enrolled in specific programs to determine if a relationship exists between students with specific characteristics profiles and the learning environment preferences of those same students. Too, the results from an opinionnaire administered to instructors regarding the appropriateness of their own teaching techniques and innovations can be related to the reactions of their students with respect to their acceptance of the teaching methods being used by their instructors. Thus it is possible that the identification of such relationships will lead to the presentation of instructional material in such diverse manners that the college will be able to meet the unique learning needs of students enrolled in specific programs.

Should the learning preferences opinionnaire process prove successful in improving instruction, then serious consideration should be given to instituting a program of cognitive mapping. Such programs, of course, tend to be expensive and may require years to implement, thereby suggesting that a cost-benefits

analysis may prove to be a desirable step before deciding whether a community college, particularly a small one, should adopt such a program.

Short of cognitive mapping, of course, the college might well decide to make more extensive use of such techniques as programmed instruction, behavioral objectives, auto-tutorial aids, and a more complete learning resources center. Many community colleges already are using these instructional aids, but the identification of students or student groups most likely to be receptive to specific aids may well enable the college to adopt and utilize such techniques in a much more economical and successful manner.

Each college must decide which individuals or groups on its campus are to utilize both the student characteristics data and any supplementary data that may be generated. The improvement of instruction is, of course, primarily an academic function. On the other hand, student personnel services should be apprised of data which may aid them in the recruitment and advisement of students. Each college will have to decide how these functions can best be administered and implemented.

ADDITIONAL SUGGESTIONS ON THE USE OF STUDENT CHARACTERISTICS DATA

Already noted above were several ways in which the student characteristics data might be utilized. Of course, there will be some questions regarding the reliability of the data, and these may be resolved by surveying the college's students who have been admitted since the completion of the present survey. As a matter of interest, the data generated by the Central Florida Community College survey should be compared with data obtained from similar surveys to

be conducted by other members of the Needs Assessment Consortium.

Already there are indications that some program areas seem to have student characteristics profiles not too unlike those of other programs. Thus it may be feasible to consolidate some of the profiles. Too, it appears that a few of the 15 characteristics seem to reflect, program to program, less deviation from the student population norms than do others. For instance, the deviations on marital status, number of dependents, mother's occupation, mother's education, and father's occupation appear minimal with respect to at least half of the program areas. On the remaining 11 characteristics, however, there are significant deviations from the norms with respect to over half of the 16 program areas. To be sure, each program profile is unique and for the present may best be accepted on its own merits.

As noted above, it seems likely that the college will prefer to utilize the student characteristics survey results in conjunction with additional student surveys regarding such factors as student learning environment preferences and the efficacy of cognitive mapping. It does seem likely, too, that the institution will wish to relate its student characteristics data to census data to determine in what ways its students differ from the primary population it serves. Too, the college should already have information on its students which it can relate to the data generated by its student characteristics survey.

In terms of the manpower needs to be identified by another module of the Needs Assessment Project, it should be possible for the college to ascertain whether some of its programs are overloaded with students, whether some programs are underenrolled, and whether there are some employment needs of which the college is unaware or which it has not made an adequate effort to meet.

SUMMARY

The role of Central Florida Community College in the Needs Assessment Project was to survey the characteristics of 2,905 students admitted to the college between 1971 and 1973. The data, covering 15 personal and socio-economic characteristics, were cross-tabulated against 16 programs or major study areas representing fields of specialization for the entire sample. Also, each characteristic was cross-tabulated against two broad classifications of students, i.e., those who intended to obtain the Associate of Arts degree and those who planned to obtain the Associate of Science degree.

The analysis of the data revealed significant differences between the latter two groups as well as marked profile differences in most of the 16 major study areas. The information obtained should prove useful to the college in (a) predicting what kinds of students are likely to enroll in specific programs, (b) identifying significant groups presently not being served by the college, (c) determining whether all relevant factors are being considered by the college in its recruiting efforts, and (d) relating recent enrollment trends to the employment needs of the area.

The student characteristics module should be implemented by other members of the Needs Assessment Consortium in order to further validate the process as well as to ascertain whether the characteristics of students enrolled in those institutions reflect patterns similar to those shown by the Central Florida Community College survey.

53A

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APPENDIX A

CFCC Application Form

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Dear Prospective Student:

We are pleased to learn of your interest in attending Central Florida Community College. The materials enclosed will assist you in achieving your objective.

Please read all of the materials carefully before you begin any of the forms. This will give you an over-all view of the information we need, which will enable you to complete the application more accurately, and speed the processing of your application.

You may not have visited our campus before - or perhaps it has been some time since your last visit. Why not make plans now to visit our campus, talk with instructors in your major field, and talk with some of our students. If you will contact the Admissions Office, we will be happy to make these arrangements.

May I extend my best wishes for your success. If we can be of any assistance in the development of your educational program, please contact us.

Sincerely,

Casius H. Peeler
Director of Admissions

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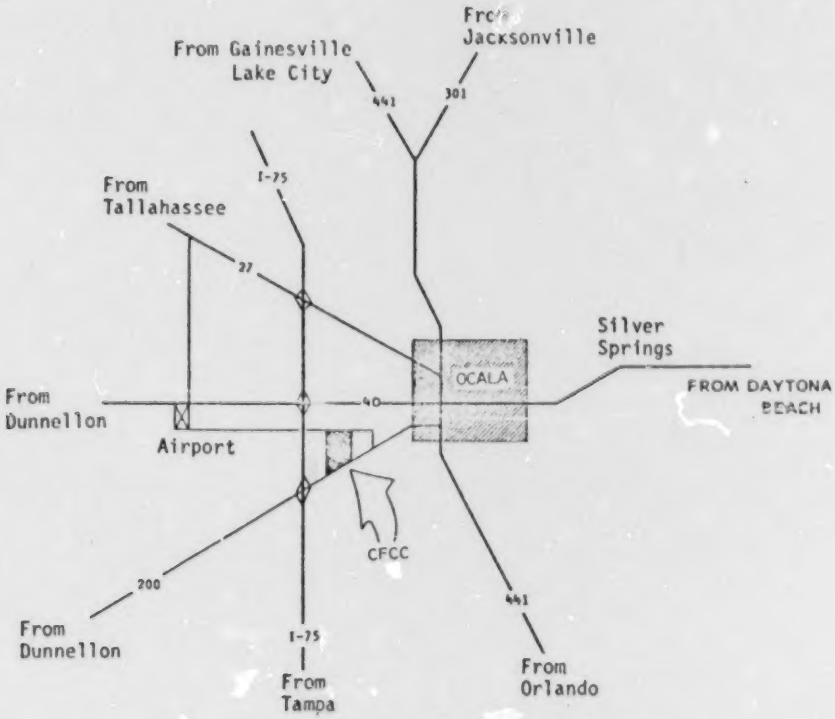

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Please detach pages 1, 2, 3, 4 and keep for your records.

GENERAL INFORMATION

CLASSIFIED OR DEGREE STATUS

Definition: Any student accepted for admission who will apply hours toward the completion of a certificate, diploma, or degree program at CFCC.

Admission Procedure:

1. Request high school transcript (if returnee omit this step). See instructions on page 5 (detach page 5 and mail or take to guidance office).
2. Have other college transcripts forwarded. (Applies only to those who have registered for courses at other colleges).
3. Complete admission application (pages 7, 8, 9, 10).
4. Complete residency section (page 11).
5. Submit $5.00 non-refundable application fee.
6. Send photograph (application not complete until photo is received).
7. Complete enclosed "Summary of Information" card.
8. Type or print name and address on enclosed gummed labels (3)--use address which correspondence concerning admission should be sent.
9. Enclose items 3,4,5,6,7 and 8 above in attached envelope and send to Admissions Office.

UNCLASSIFIED OR NON-DEGREE STATUS

Definition: Any student accepted for admission who does not intend to complete a certificate, diploma or degree program, or who is only taking one or two courses for renewal of teacher certificate, adult enrichment, transfer to another college, etc.

Admission Procedure:

1. Complete admission application pages 7, 8, 9, and 10.
2. Complete residency section (page 11).
3. Submit $5.00 non-refundable application fee.
4. Type or print name and address on enclosed gummed labels (3) - use address which correspondence concerning admission should be sent.
5. Enclose items 1-2-3-4 above in the attached envelope and send to Admissions Office.

CHANGE OF STATUS

Instructions for a student to change status from "Unclassified" to "Classified" (while enrolle

This may be accomplished by sending the following items to the Admissions Office:

(1) all previous transcripts or copy of GED diploma, (2) a photograph, and (3) a written request to change your status accordingly.

GENERAL INFORMATION (continued)

Academic Transcripts - It is your responsibility to request your transcripts from each high school and college you have attended. These should be sent directly from the school to the CFCC Admissions Office.

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Test Information: The Florida Twelfth Grade Placement Test is required of all students prior to registration. These test scores are used in placement. Normally these scores are on the high school transcript. For out-of-sale students or students who have not had the test, a testing date will be established. An out of state student may submit ACT, SAT, or CEEB scores if they have such information. Students with less than 150 on the FTGPT will be counseled to enroll in the CFCC Basic Education Program.

Deadline Dates for Submitting Admissions Applications:

Fall Term (Term I) July 15
Spring Term (Term II) December 1
Summer Terms (Term IIIA) May 1
(Term IIIB) June 1

If your application is submitted after the deadline date and time does not enable us to complete your admission, we will return your application and fee.

Processing Your Application - You can expect to receive an acknowledgment of your application within five weekdays after we have received it. However, this may take slightly longer as the deadline for admissions approaches, due to our heavy work load at that time. Our acknowledgment will include a receipt for your application fee, an indication of any papers missing or incomplete or an indication of tentative/final acceptance.

Upon receiving final notice of admission, you will receive information relative to orientation, pre-registration, and registration, indicating dates, times, etc., and/or required testing dates.

Educational Planning Sessions - Prior to their first registration, all new CFCC freshmen and transfer students spend a half day on campus. During these Educational Planning Sessions, the newcomers meet with professionally trained counselors to learn aspects of college life at Central Florida and to develop their academic program.

Pre-Registration For Returning Students- Returnees who intend to enroll in daytime courses will be sent information regarding course advisement.

Housing - The college does not operate dormitories, but residents of the community provide housing facilities for students. The Office of Student Affairs may be consulted for available housing lists. The college assumes no responsibility for approving local housing facilities.

Audit Registration - Any student who wishes to enroll in a credit course in a not-for-credit status may contact the Office of Admissions for dates of registration, at which time they can complete the application and pay the necessary registration fees.

Health Services - Health education is an integral part of the student's educational program and is coordinated by the health counselor. Although the college does not have health facilities, Munroe Memorial Hospital in Ocala is adequately staffed and equipped. A full-time physician, with staff, is constantly on duty in the Emergency Department. The students are usually referred to this facility unless they request otherwise in writing. The college attempts to assist in securing medical aid but no legal responsibility exists to provide such aid. Registration implies consent to this procedure.

ADMINISTRATIVE OFFICES are open Monday thru Friday, from 8:00 to 4:30. College telephone is: 237-2111, Area Code 904.

You may call, write, or come in for additional information concerning your prospective enrollment (Admissions, Financial Aid, Records, and Counseling). Offices are located on the second floor, College Union.

SECONDARY SCHOOL RECORD

PLEASE COMPLETE QUESTIONS 1 THROUGH 5

INSTRUCTIONS TO APPLICANT: After completing Section I, give this form to your high school principal or other authorized official, who will complete form and mail to our office.

SECTION I.

1. Student ..... 2. Date .....
Last Name First name Middle

3. Address .....
Street and Number City or Town County State

4. Name of high school .....

5. Location .....
City State

INSTRUCTIONS TO HIGH SCHOOL: This form represents the minimum information needed for students entering CENTRAL FLORIDA COMMUNITY COLLEGE. If the student's permanent record card already contains the information included in Section III, page 6, we will accept a reproduced copy of the permanent record card in lieu of this form. The record must include all course failed and all courses accepted from other schools. In all cases, please furnish information required in Section II. Mail this form to Admission Office, Central Florida Community College, Ocala, Florida 32670.

SECTION II.

THE FOLLOWING INFORMATION WILL BE TREATED IN A STRICTLY PROFESSIONAL MANNER:

6. To your knowledge, has the applicant ever attended college? .....

If so, where? .....

7. Please comment on the special interests, abilities, aptitudes, and achievements of this student.

.....

.....

8. Please comment on the ability of this student to finance a college education.

.....

.....

9. If there are needs or problems in this student's background or relationship which might influence college adjustments, please indicate and/or comment below. This information will be used by the counseling staff only.

☐ Academic ☐ Social ☐ Family ☐ Personal ☐ Occupational ☐ Physical

☐ Other .....

.....

10. From an academic standpoint what is your estimate of this student's capability of doing satisfactory work at this institution?
☐ Doubtful ☐ May encounter some difficulty ☐ Average ☐ Above average ☐ Superior

11. From the standpoint of character, do you think this student would be a satisfactory citizen of our student body?
☐ Yes; ☐ No; ☐ Do not know.

12. Is there further information available that would be helpful in handling this individual's application?
☐ Yes ☐ No. (If yes, please comment on an enclosure or indicate the person to whom we might write for additional information.)

....
Signature of Official Title

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(THIS SECTION TO BE COMPLETED BY SCHOOL OFFICIAL)

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SECTION III.

CENTRAL FLORIDA COMMUNITY COLLEGE
Ocala, Florida

Name in full..... Birth Date..... Sex.....
Last Name First Name Middle Name M.or F.

Home Address.....
Number and Street City State

Name of Parent or Guardian.....

Entered..... School accredited by
Name of School

Was graduated
Will be graduated
Withdrew
..... Month Year

.....
Month Year Location of School

Class periods are.....minutes.....times a week,.....weeks a year

Passing mark is..... College recommending mark.....

1. List your complete marking system, highest to lowest:..... Honor marks.....

2. Total number of credits needed for graduation.....List other high schools attended:.....

.....

Are all failing marks for each year listed? ☐ Yes ☐ No

CLASS RECORD

Check (✓) all subjects where no marks are given. Star (*) all subjects in progress

Subject	Grade →→ / Year →→ 19	1st Sem. 9	1st Sem. 10	1st Sem. 11	1st Sem. 12	Extra	Stnd. Exams	Units or Cred.
ENGLISH								
LANG.								
MATH.								
SCIENCE	Ck. Special Lab Periods Yes or No							
SOC. STUDIES								
OTHER SUBJ								
					Total Credits Earned			

NOTES

A unit represents the study of a subject a full school year four or five times per week.
One unit equals two credits unless otherwise defined.
Use extra column for extra school year.
Use exams column for special exams as Regents, etc.

TEST RECORD

	Name and Form of Test	Year Given	Score	Per centile Gr.Level	Basic
Mental Ability					
Reading					
Achievement					

FLORIDA TWELFTH GRADE TEST SCORES

Yr.	Apt.	Eh	SS	NS	MS	Total
	V.	Q.		RL.		

ADDITIONAL INFORMATION

* give available interpretation of tests on an enclosure

Applicant ranks ☐ exactly ☐ approximately..... in a graduating class of.....students

School computed above rank in class by using official record beginning with.....grade and ending with.....semester in .....grade:

☐ Marks weighted as recommended by NASSP and AACRAO
☐ Includes all subjects given school credit
☐ Major or full-time subjects only
☐ College preparatory students only

Date ..... Signature ..... Title .....

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Please complete and return this page in enclosed envelope.

ATTACH PHOTO HERE

APPLICATION FOR ADMISSION

CENTRAL FLORIDA COMMUNITY COLLEGE
Ocala, Florida 32670

Please print with ball point pen. Where appropriate, please check box.

PERSONAL INFORMATION

1. Please print your first, middle and legal last name. Please use only one space for each letter and separate your names with one space.

If married, give maiden name.

2. Print your Social Security Number. If you do not have one, please contact your nearest Social Security Office and obtain one prior to filing this application.

3. Permanent home address: Please use only one space for each letter and separate names and numbers with one space.

St.-Rt.-Box
City, State
Zip Code
Telephone — area code — exchange & number

4. Current mailing address (only if different from address in No. 3): Please use only one space for each letter and separate names and numbers with one space.

St.-Rt.-Box
City, State
Zip Code
area code & number

What date is current mailing address effective? From: _____ To: _____

5. To which address should correspondence be forwarded concerning your admission? (Check one) ☐ Permanent home address 1 ☐ Current mailing address 2 ☐

6. Date of birth: Month ____ / day ____ / Year ____ / age ____ /

7. Place of birth: City 1 / State 2 / Country 3

8. Male 1 ☐ Female 2 ☐

Marital Status: Single 1 ☐ Married 2 ☐ Married and separated 3 ☐ Divorced 4 ☐ Widowed 5 ☐ Divorced and remarried 6 ☐

10. Please list the ages of your dependents: _____

11. Race: White American 1 ☐ Black American 2 ☐ merican Indian 3 ☐ Oriental American 4 ☐ Mexican American 5 ☐ Spanish American 6 ☐ Puerto Rican 7 ☐ Cuban 8 ☐

12. Of what country are you a citizen? _____

Citizenship Status: U.S.Citizen 1 ☐ Immigrant Alien 2 ☐ (give number _____) Exchange Student 3 ☐ Foreign Student visa 4 ☐ Visitor visa 5 ☐ Diplomatic visa 6 ☐ Other ☐ Foreign National 8 ☐

14. Have you ever been convicted of a felony? Yes ☐ No ☐

Space below for office use only.

1.
2.
3.
6. Mo. Yr.
7.
8.
9.
10.
11.
12.
13.

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Space below for office use only.

PREVIOUS EDUCATION

15. Please give the name and address of high school last attended (Separate words with spaces):

Name
City & State
Zip Code

16. Date of graduation, or expected date, from high school: Mo.———— Yr.————

17. If you did not graduate from high school but have an adult high school diploma or G.E.D., check here [ ] . (If you are applying for classified or degree status, you will need to enclose a copy of your diploma with this application).

18. List all colleges universities you have attended including previous attendance at CFCC. Please list last college attended first. In some case a student may register for a course and only attend a short period of time without receiving credit; however, it is still necessary that this college/university be listed.

Name	City & State	From mo.	From yr.	To mo.	To yr.	Give Type of Degree, if any

19. Are you eligible to return to the college you last attended? Yes———— No————

20. Are you on academic probation from the last college you attended? Yes———— No————

21. Have you previously applied to CFCC as a credit student? Yes———— No————
(If yes, please give term: ————, academic year: ————)

22. Have you previously taken courses as an audit student at CFCC? Yes———— No————

MILITARY SERVICE INFORMATION

23. Selective Service Number ___ - ___ - ___ - ____

24. Are you currently in the service? Yes 1 ☐ No 2 ☐

25. If yes, do you intend to apply for an "early out"? Yes 1 ☐ No 2 ☐ (If yes, enclose name and address of officer in charge of this process).

26. Have you been in the service? Yes 1 ☐ No 2 ☐ If yes, indicate the dates of service———— and type of discharge————

ENROLLMENT PLANS FOR CREDIT COURSES

27. Please indicate term and academic year in which you wish to begin your enrollment.

Fall Term I 8 ☐ Spring Term II 1 ☐ Summer Term IIIA 5 ☐
Year———— Summer Term IIIB 6 ☐

28. Your enrollment is for: (1) Full-time (generally 4 courses or more) ☐
(2) Part-time (generally 3 or less courses) ☐

What time period would you like to take most of your courses?
1. Mornings (8:00-12:00) ☐ 2. Afternoons (12:00-5:00) ☐ 3. Evenings (5:00-9:30) ☐

29. The program or major field of study which you wish to enroll is:

———————————
(NOTE BACK PAGE FOR LIST OF MAJORS)

30. Do you intend to complete a: Associate of Arts Degree 1 ☐ Associate of Science Degree 2 ☐ Certificate Program 3 ☐ Diploma Program 4 ☐ Undecided 5 ☐ None of these 6 ☐

31. I am applying for: regular admission 1 ☐ early admission 2 ☐ high school non-degree 3 ☐ teacher certification 4 ☐ transient status 5 ☐ adult enrichment 6 ☐

15. ____
16. ____ Mo. Yr.
17. ____
181. ____
182. ____
183. ____
184. ____ No college
185. ____ date
186. ____ J.C. ATTEND
187. ____ J.C. DEG.
23.
26. ____
27. ____ Mo. Yr.
28. ____
29. ____
30. ____

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Complete and return this page in enclosed envelope

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FAMILY INFORMATION (required of all applicants)

32. Father's Name in Full _____ Mother's Name in Full _____ 33. ☐

33. Living? Yes 1 ☐ No 2 ☐ 40. Living? Yes 1 ☐ No 2 ☐ 37. ☐☐☐

34. Place of Birth _____ 41. Place of Birth _____ 38. ☐☐

35. Present mailing address: _____ 42. Present mailing address: _____ 40. ☐

44. ☐☐☐

36. Home Phone Number _____ 43. Home Phone Number _____ 45. ☐☐

37. Occupation/Business _____ 44. Occupation/Business _____ 47. ☐

38. Highest Level of Education _____ 45. Highest Level of Education _____

39. Year graduated _____ 46. Year graduated _____

47. Parents marital status: _____

48. Ages of brothers and sisters at home, who are older than you _____

younger than you _____.

49. Legal guardian other than parent: (required if applicable) 49. ☐

Guardian's Name in Full _____

50. Present address _____

51. Occupation/Business _____

52. Telephone _____

53. How long has he/she been your guardian? _____ Relationship _____

54. How appointed _____

HEALTH INFORMATION

55. Do you have, have you had, or are you now under treatment for any of the following conditions? (Please check the appropriate box for each.) 55. ☐

If you check a "yes" response, please indicate by a "yes" or "no" response under the column "Assistance may be necessary." Your responses will have no bearing on your acceptance to the college, but is designed to help you.

	Yes	No	Assistance may be necessary
Asthma			
Cerebral palsy			
Diabetes			
Epilepsy			
Fainting			
Hay Fever			
Hearing difficulty			
Heart Disease			
Hemophilia			
Hernia			
Infectious Mono			
Malaria			
Polio			
Rheumatic fever			
Severe headaches			
Tuberculosis			
Visual difficulty			
Severe injuries (specify)			
Other (specify)			
Allergy (specify: drug type, insect, food, etc.)			

56. Please list all prescribed medications you are taking: _____ 56. ☐

Please list any surgery you have had in the last five years: _____

57. Person to be notified in case of illness or emergency if other than person named in response 32 or 49

Name _____ Relationship _____ 57. ☐

Address _____ Phone _____

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STUDENT PERSONNEL DATA

The following information is being collected mainly for statistical purposes. This material enables the college to know and serve its students better. There may be one or two questions you do not wish to answer and this may be accomplished simply by making no response.

58. Employment during CFCC attendance:
    1. ☐ I do not anticipate working.
    2. ☐ I anticipate working about _____ hours per week.
    3. ☐ Unknown.

59. Transportation:
    1. ☐ I will drive my own car.
    2. ☐ I will drive the family car.
    3. ☐ I will ride with a friend.
    4. ☐ I will walk.
    5. ☐ Other.
    6. ☐ Unknown.

60. Round-trip mileage you will have to travel each day in attendance at CFCC:
    1. ☐ less than 1 mile
    2. ☐ 1 to 5 miles
    3. ☐ 6 to 10 miles
    4. ☐ 11 to 20 miles
    5. ☐ 21 to 40 miles
    6. ☐ 41 to 65 miles
    7. ☐ 66 to 100 miles
    8. ☐ 101 to 150 miles
    9. ☐ Unknown

61. Total number of adults (including married members under 21) living in same residence as you: _____

62. Religion:
    1. ☐ Buddhist
    2. ☐ Catholic
    3. ☐ Jewish
    4. ☐ Moslim
    5. ☐ Protestant
    6. ☐ Baptist
    7. ☐ United Methodist
    8. ☐ Episcopal
    9. ☐ Lutheran
    10. ☐ United Presbyterian
    11. ☐ United Church of Christ
    12. ☐ Church of Christ
    13. ☐ Disciples of Christ
    14. ☐ Society of Friends (Quakers)
    15. ☐ Church of Jesus Christ of the Latter Day Saints (Mormons)
    16. ☐ Christian Scientist
    17. ☐ Greek Orthodox
    18. ☐ Other
    19. ☐ None

63. Plans after completing course work at CFCC:
    A. I intend to work
    1. ☐ In Ocala
    2. ☐ In Marion County
    3. ☐ In Florida
    4. ☐ In Southeast
    5. ☐ unknown

    B. ☐ I intend to transfer to: _____

    C. ☐ Marriage
    D. ☐ Military Service
    E. ☐ Unknown
    F. ☐ Other _____

64. Please indicate sources of financial support for meeting college expenses. Indicate the greatest per cent of support with a No. 1, second largest with No. 2, etc.
    1. ☐ Parent contribution
    2. ☐ Self and Family (excluding parents)
    3. ☐ Social Security Benefits
    4. ☐ G.I. Bill
    5. ☐ Disabled Veteran
    6. ☐ War Orphan or child of disabled veteran
    7. ☐ V.A. Pension Benefits
    8. ☐ Other sources of financial support (please describe) _____
    9. ☐ Unknown at this time

65. Housing plans while at CFCC:
    1. ☐ with parent or guardian
    2. ☐ with other relative
    3. ☐ private apt. or duplex
    4. ☐ mobile/modular home
    5. ☐ own home
    6. ☐ private room
    7. ☐ other
    8. ☐ unknown

66. Please estimate family income (or your own income if married, self-supporting):
    1. ☐ Below $3,000
    2. ☐ $3,000 to $5,999
    3. ☐ $6,000 to $7,499
    4. ☐ $7,500 to $8,999
    5. ☐ $9,000 to $11,999
    6. ☐ $12,000 to $19,999
    7. ☐ Above $20,000
    8. ☐ Cannot estimate

67. Languages spoken at home:
    1. ☐ English only
    2. ☐ English is the main language but the following is also spoken: _____
    3. ☐ English is secondary with the following being the main language: _____

58. ☐
59. ☐
60. ☐
61. ☐
62. ☐☐
63. ☐
64. ☐
65. ☐
66. ☐
67. ☐

Please do not write in space below

Date received _____

$5 Fee Paid By CK CA MO _____

Receipt No. _____

Date _____

Fee Class _____

Comments:

Please do not write in space below

69. H.S. Acc. ☐
70. H.S. Rank ☐☐☐☐-☐☐☐☐-☐
71. Dip. Ty. ☐ 72. County ☐☐ 73. State ☐☐
74. Apt ☐☐ Eh ☐☐ SS ☐☐ NS ☐☐ MS ☐☐
75. VI ☐☐ QI ☐☐ RI ☐☐ 76. Total ☐☐☐
77. Status ☐☐ 78. Fee Class ☐ 79. Prob ☐

Initials _____ Date _____

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Complete and return this page in the enclosed envelope

RESIDENCY AFFIDAVIT - - Please complete one section

DEFINITION OF FLORIDA RESIDENT

For purpose of determining matriculation fees, applicants are classified as "Florida" or "Non-Florida" students. A "Florida" student is one who is a citizen of the United States and has resided and had his habitation, domicile, home and permanent abode in the STATE OF FLORIDA for a minimum of twelve (12) continuous months immediately preceding his registration and after attaining the age of 18 or over, provided, however, that the applicant cannot claim continuous residence in Florida by virtue of enrollment in any college or university in the STATE OF FLORIDA for the required period.

ALL APPLICANTS WHO DO NOT QUALIFY AS FLORIDA RESIDENTS PRIOR TO THEIR REGISTRATION WILL BE CLASSIFIED AS NON-FLORIDA STUDENTS.

If the applicant is 18 years of age or older, or is married, the residence requirement must be satisfied by him personally; and affidavit No. 1 should be executed accordingly. If the applicant is under 18, the parents or legal guardian must satisfy the residence requirement; and affidavit No. 2 should be executed by the parent or guardian accordingly. If the affidavit is executed by someone other than the minor's parent and either parent is still living, please forward along with this affidavit a copy of the court order assigning guardianship.

An affidavit should be completed so as to reflect resident status prior to the applicant's registration. Occasionally, an applicant's status will change after enrollment and a notarized statement, i.e., affidavit No. 1 or No. 2, must be completed and returned to the Admissions Office.

If you believe you have extenuating circumstances and are uncertain as to your classification, please complete the most appropriate affidavit, describe your circumstances in a letter and submit it with your application.

AFFIDAVIT NO. 1 FOR APPLICANTS 18 OR OLDER or MARRIED - EXECUTED BY APPLICANT

I, _____, being first duly sworn, on my oath, say that I am eighteen years of age or older, or married, and that I am a bona fide citizen and resident of the State of Florida, County of _____, since (mo.-day-yr.)_____ and entitled as such to admission to Central Florida Community College upon the terms and conditions prescribed for citizens of the State of Florida.

Sworn to and subscribed before me this

_____ day of _____, 19--

_____ _____

Student's signature in ink in presence of Notary Public — Notary Public signature

AFFIDAVIT NO. 2 TO BE EXECUTED BY PARENTS GUARDIANS FOR APPLICANTS UNDER 18

I, _____, being first duly sworn, on my oath, say that I am a resident of the State of Florida, County of _____, since (mo.-day-yr.)_____ and that I am the Father/Mother/Guardian of _____ _____ who is under the age of eighteen years and who has applied for admission to Central Florida Community College and say that such applicant is a bona fide citizen and resident of the State of Florida and is entitled as such to admission upon the terms and conditions prescribed for citizens and residents of the State of Florida.

Sworn to and subscribed before me this

_____ day of _____, 19--

_____ _____

Father/Mother/Guardian signature in ink in presence of Notary. — Notary Public signature

STATEMENT OF NON-FLORIDA RESIDENT

I am not qualified for classification as a resident of Florida, as my state of residence is _____.

_____

Signature in Ink

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TO:

CENTRAL FLORIDA COMMUNITY COLLEGE
P. O. Box 1388
OCALA, FLORIDA 32670

The following is a partial listing of offerings available at CFCC. This list is subject to change and it should be remembered that our programs are not limited to this list.

TRANSFER
ASSOCIATE OF ARTS DEGREE
(2 years required)

Agriculture
Anthropology
Architecture
Art
Biology
Building Construction
Business Administration
Business Education
Business Management
Chemistry
Criminology
Computer Programing
Pre-Dental
Economics
Education
Elementary Education
Secondary Education
Engineering
English
Foreign Language
Forestry
Geology
History
Home Economics
Humanities
Industrial Arts
Interior Design
Journalism and Advertising
Pre-Law
Liberal Arts
Library Science
Marine Biology
Mathematics
Medical Technology
Pre-Medicine
Music Education
Nursing BS
Occupational Therapy
Pharmacy
Physical Education
Physical Therapy
Political Science
Psychology
Public Relations
Religious Education
Science
Social Studies
Social Welfare
Sociology
Speech
Statistics
Veterinary Science

CAREER PROGRAMS
ASSOCIATE OF SCIENCE DEGREE
(2 years required)

Agribusiness Technology
* Building Construction Technology
*Church Music
* Civil Engineering Technology
Corrections Technology
* Design Drafting Technology
* Electronics Technology
General Business
Law Enforcement Technology
Medical Secretary
Management
Nursing RN
* Radiological Health Technology
Secretarial Science
Data Processing

CERTIFICATE PROGRAMS

Cosmetology (1 year required)
Stenographic
Police Recruitment Training (300 hours)
Data Processing
Drafting Processing
Machine Shop Practices (300 hours)

* Those Associate Degree Programs marked with an asterisk, are offered as Diploma Programs having fewer courses required for completion.

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APPENDIX B

A Practical Application of Student Characteristics Profiles

A PRACTICAL APPLICATION OF STUDENT CHARACTERISTICS PROFILES

During the summer of 1974 there occurred an experimental use of student characteristics profiles at Central Florida Community College. The purpose of the experiment was to ascertain the possible effect of such profile data on the faculty's perceptions of the adequacy of the instructional techniques then being used.

Through the efforts of the director of the Needs Assessment Project and the Student Characteristics Module project officer, the computer center at the University of Florida was able to prepare a student characteristics profile for each credit class being offered by Central Florida Community College during Term III-B, 1974. The profiles included data covering the same 15 characteristics utilized in the initial 1971-73 survey, plus a complete analysis of the nine parts of the Florida Twelfth Grade Placement Test.

The profiles were distributed to the instructors along with an explanation of how to interpret frequency distributions. Also, each instructor was provided with one or more of the 1971-73 group profiles relating to the areas in which the instructor currently was teaching. Prior to the conclusion of the term each instructor was asked to complete a questionnaire (See Appendix C) designed to determine the applicability of the data, the effect which the data seemed to have on his teaching techniques, and the completeness of the data in terms of what the instructor felt he needed to know about his classes. After the data have been analyzed, some conclusions, at least tentative ones,

will be reached regarding the usefulness of student characteristics profiles in the choice of alternative teaching strategies.

Every college has as one of its primary goals the improvement of instruction within the institution. In conjunction with the continued realization of such a goal the college must provide its instructors with as much useful data and information as it can. Thus, the primary purpose of this experiment was to ascertain whether student characteristics profiles, when given to instructors at the beginning of a term, would suggest a choice of teaching strategies best suited to the characteristics and probable learning preferences of each class.

It is recognized that not all faculty are amenable to making changes in their teaching techniques, which in many instances have varied little over the years. Yet there are many instructors who would be willing to adapt to the needs of their students, if those needs could be identified through the use of student characteristics profiles. Such profiles represent what may be a significant link between the uniqueness of student groups and the improvement of instructional techniques in reaching such diverse groups.

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APPENDIX C

Questionnaire on Student Characteristics Profiles

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 13 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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QUESTIONNAIRE ON STUDENT CHARACTERISTICS PROFILES

1. Did you understand the data? Yes_____ No_____

2. Would you have liked someone to explain the data to you? Yes_____ No_____

3. What did you do with the profile data after you received it? _____

_____

4. As a result of having received the data have you modified your teaching techniques in any way? Yes_____ No_____ Please describe briefly any changes _____

_____

5. As a result of having received the data, are you considering making any changes in your teaching methods? Yes_____ No_____

6. Do the data suggest a need for any of the following instructional changes:
   (a) More help for individual students Yes_____ No_____
   (b) Self-paced instruction, with each student progressing at his own pace Yes_____ No_____
   (c) Increased tutoring Yes_____ No_____
   (d) More laboratory time Yes_____ No_____
   (e) The use of more audio-visuals Yes_____ No_____
   (f) Taped lectures for review purposes Yes_____ No_____
   (g) More individual study projects Yes_____ No_____
   (h) Increased class discussion Yes_____ No_____
   (i) Less class discussion Yes_____ No_____
   (j) Overall, a greater variety of instructional methods Yes_____ No_____

7. Other than in teaching methodology, do the data suggest any other desirable changes in the relationship between you and your students? Yes_____ No_____
   If yes, please specify_____

_____

8. Were there any data which you did not find particularly useful? Yes_____ No_____ If yes, please specify_____

_____

9. Were there additional data you would like to see included in these profiles? Yes_____ No_____ If yes, please specify_____

_____

10. Would you like to continue to receive information of this type at the beginning of each term? Yes_____ No_____

Your name, please_____

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